



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT**



RESOURCE GUIDE FOR THE ORIENTATION OF PRIMARY SCHOOL  
TEACHERS TOWARDS THE IMPLEMENTATION OF THE REVISED  
CURRICULUM FOR PRIMARY SCHOOLS

# Teacher Resource Pack

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Ministry of Education  
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## Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed this Resource Pack as a complementary document to the Training Guide for in-service teachers on the implementation of the primary school curriculum. This Resource Pack is also designed to serve as a source of reference to teachers during the preparation of their Scheme of Learning and lesson plans as well as teaching and assessment of learners.

The Pack is divided into two (2) main parts. The first part focuses on the cross-cutting curricular issues, mainly the themes of the National Pre-Tertiary Curriculum Framework and the provisions for teaching, learning, assessment as well as school time arrangements. It further delves into the general aims, rationale, subject areas and core competencies in the curriculum. It also contains guidelines to enable teachers prepare lessons and schemes of learning. Guidelines on Peer Coaching and establishment of Professional Learning Communities in schools are also discussed.

The second part is devoted to the discussion of Subject Specific Packs. This section is divided into three (3) main modules namely: (1) Front Matter, (2) Pedagogy and Assessment, (3) Lesson Planning.

In each subject pack, an overview of the subject curriculum in terms of the Subject Aims, Rationale and Philosophy and the structure of the curriculum is provided. Additionally, each subject pack contains sample lessons from various strands and sub-strands across various classes to help teachers understand and know how to prepare lessons based on the new format for lesson planning and delivery. There are accompanying worksheets with assessment tasks for each of the lesson plans in the Resource Pack.

These are carefully packaged to help the teacher –who is recognised as a major stakeholder in the implementation of the revised curriculum –to be fully abreast with the sequence and progression of all the learning areas in the curriculum. It is to enable teachers to understand the content of the curriculum; strands, sub-strands, standards, indicators and exemplars and related lesson planning, identification and use of resources, creative pedagogic approaches and assessment.

It is expected that after carefully studying the resource pack, teachers must be able to:

1. Know the provisions in the curriculum framework in terms of Aims, Values, Core Competencies and School Time Allocations.
2. Know the recommended Teaching and Assessment approaches in the curriculum.

3. Understand the structure and scope of sequence of individual subject curricula.
4. Prepare schemes of learning for a given academic year, term or week.
5. Prepare daily lesson plans using the right pedagogical approaches and teaching resources
6. Select and design appropriate assessment tasks for a given lesson
7. Contribute effectively towards the formation and successful management of Coaching and Professional Learning Communities in the School.

Ultimately, the Resource Pack will contribute tremendously in ensuring the smooth implementation of the new standards-based curriculum for Kindergarten and Primary Schools.

# Part A: Cross-Cutting Themes

## 1.0 INTRODUCTION AND OVERVIEW TO THE CURRICULUM

### 1.1 THE NATIONAL CURRICULUM FRAMEWORK

- The National Pre-Tertiary Curriculum Framework (NPCF) is a guiding document that provides policy direction to the review and implementation of the pre-tertiary curriculum.
- It draws together and articulates the vision, philosophy, goals, learning experiences, instructional resources and assessment systems that will guide the development of the school curriculum.
- Provides the basis for consistent and on-going curriculum development, implementation and periodic curriculum review and revision.

#### Key Themes in the NPCF

- The Context of the Pre-Tertiary Education Curriculum
- Guiding Policies for Curriculum Development
- Rationale for Reviewing the Curriculum
- Overview of the Current Curriculum
- The Role, Purpose, Vision and Philosophy of the Pre-tertiary Education Curriculum
- Principles of the Curriculum
- Competencies and Standards in the Curriculum
- Assessment
- Phases and Learner Characteristics/Attributes
- Curriculum Subjects and Learning Areas
- Philosophy and Rationale for Curriculum Subjects
- Implementation of the Curriculum

#### Guiding Policies to the Development of the NPCF

- 1992 Constitution of Ghana
- Education Act 778 of 2008
- African Union Agenda 2063, CESA 16 – 25
- UN Sustainable Development Goal
- Education Strategic Plan 2018 – 2030
- National Development Planning Commission Agenda 2018 – 2057
- UNESCO Education 2030 Framework for Action

- National Teachers' Standards
- National Teacher Education Curriculum Framework
- ICT for Accelerated Development (ICT4AD) Policy Framework
- ICT in Education Policy
- Adolescent Reproductive Health Development
- Ghana Reading Action Plan
- National Science, Technology and Innovation Policy

#### Rationale for the Curriculum Review

- Fundamentally, the review of the curriculum is to respond to a national priority of shifting the structure and content of the education system from merely passing examinations to building character, nurturing values, and raising literate, confident, and engaged citizens who can think critically.
- The review of the curriculum seeks to address the inherent challenges in the existing curriculum and ensure that the content of the national curriculum for change and sustainable development can be internationally benchmarked.

#### Philosophy of the Curriculum

- Underpinning the National Pre-Tertiary Education embodied in the NPCF is a philosophy of learning and teaching that responds to the opportunities and challenges facing Ghana currently and in the future.
- Essentially, the philosophy requires the harmonious development of the physical, mental and spiritual capabilities of all Ghanaian learners.

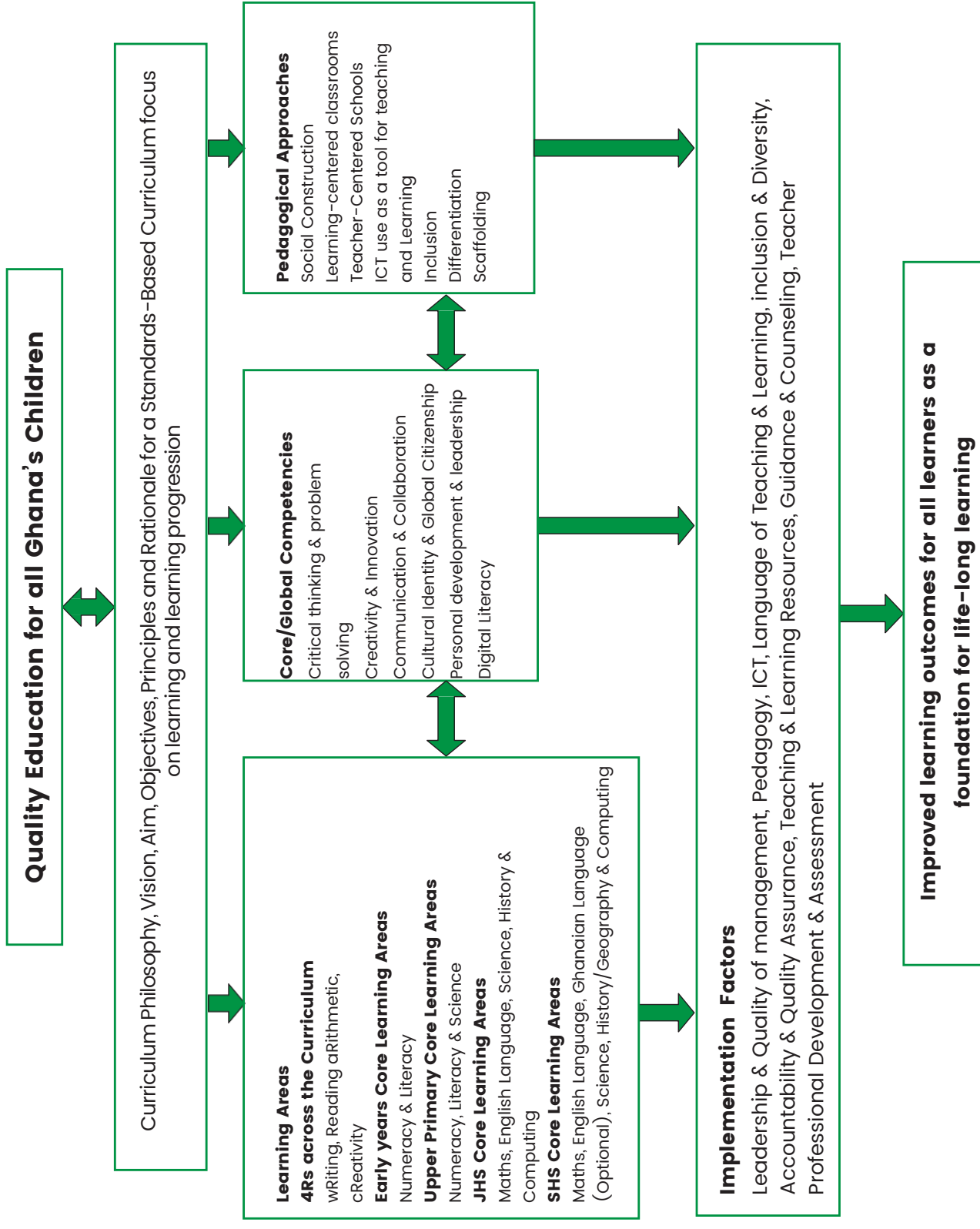
#### Vision of the Curriculum

- Give all Ghanaian children of school going age the chance to benefit from quality basic education.
- Transform our schools into student-friendly, stimulating and engaging environments for learners to learn and fulfil their individual potentials.
- Inspire learners to know about and value the history of Ghana.
- Transform Ghana into a Mathematics friendly nation within an environment of science and technology.
- Produce graduates who can engage in life-long learning and can apply the knowledge innovatively.

#### Key Features

- Provisions for the acquisition of 4Rs: Reading, wRiting, aRithmetic and cReativity
- Making Ghana a Mathematics friendly nation.

- Reintroduction of History of Ghana.
- Provisions for the development of Core Competencies (Foundational and Lifelong Skills).
- Strengthening the teaching of French and the introduction of Arabic as Modern Foreign Languages.
- Emphasis on learning-centred pedagogy (differentiation, scaffolding and use of ICT as a pedagogical Tool).
- Emphasis on inclusion and diversity.



**Conceptual Framework of the NPCF**

## Contemporary Issues addressed through the NPCF

- Gender Equality and Equity
- Inclusive Education
- Comprehensive Sexuality Education
- Energy Efficiency and Energy Conservation
- Anti Corruption
- Climatic Change
- Green economy
- Sanitation
- Road Safety

## Values of the Curriculum

- At the core of the school curriculum is the belief in nurturing honest, creative and responsible citizens in the Ghanaian child. As such, every part of the curriculum, including the related pedagogy should be consistent with the set of values.
- Respect
- Diversity
- Equity
- Commitment to achieving excellence
- Teamwork & Collaboration
- Truth & Integrity

## Skills and Competencies

- **Critical thinking and Problem Solving:** Developing learners' cognitive and reasoning abilities to enable them to analyse issues and situations, leading to the resolution of problems.
- **Communication and Collaboration:** Promoting in learners the ability to make use of languages, symbols and texts to exchange information about themselves and their lived experiences.
- **Cultural Identity and Global Citizenship:** Developing learners who put country and service as foremost through an understanding of what it means to be active citizens, by inculcating in them a strong sense of environmental, social, and economic awareness.
- **Creativity and Innovation:** Promoting in learners, entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand.

- **Digital Literacy:** Developing learners to discover, acquire skills in and communicate through ICT to support their learning and make use of digital media responsibly.
- **Leadership and Personal Development:** Improving self-awareness, self-knowledge, skills, health; building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs.
- **Pedagogy and Assessment**
- Emphasis on the social constructivism approach to learning
- Activity-based learning
- Learner-centred classrooms
- Teacher-centred schools
- Learning centred pedagogy
- Use of ICT as a tool for learning and assessment



## Subjects in the New Curriculum for Kindergarten and Primary

<p>KINDERGARTEN • (1 &amp; 2)</p>	<ol style="list-style-type: none"> <li>1. Language and Literacy (English and Ghanaian Language with Ghanaian Language as medium of instruction)</li> <li>2. Numeracy</li> <li>3. Creative Arts</li> <li>4. Our World &amp; Our People (Integrated Themes: History, Religious and Moral Education; Computing, Civics &amp; Geography, Science)</li> </ol> <p>Note: Physical Education will be a Timetable activity through all the phases. Total = 4 (Compulsory Curriculum)</p>
<p>LOWER PRIMARY • (B1 – B3)</p>	<ol style="list-style-type: none"> <li>1. Language and Literacy (with Ghanaian Language as medium of instruction)</li> <li>2. Numeracy</li> <li>3. Creative Arts (Visual and Performing Arts)</li> <li>4. History</li> <li>5. Science</li> <li>6. Our World &amp; Our People (Integrated Themes: Computing, Agriculture, Civics &amp; Geography)</li> <li>7. Religious and Moral Education (RME)</li> <li>8. Physical Education (PE)</li> </ol>
<p>UPPER PRIMARY • (B4 – B6)</p>	<ol style="list-style-type: none"> <li>1. Literacy (with Ghanaian Language as subject and English Language as both medium of instruction and subject and French)</li> <li>2. Numeracy</li> <li>3. Creative Arts (Visual and Performing Arts)</li> <li>4. History</li> <li>5. Science</li> <li>6. Our World &amp; Our People (Integrated Themes: Agriculture, Civics &amp; Geography)</li> <li>7. Computing</li> <li>8. Religious and Moral Education (RME)</li> <li>9. Physical Education (PE)</li> </ol>

## SCHOOL TIME ARRANGEMENTS

### Designing School-Based Timetables

A **school timetable** is a table for regulating and coordinating activities of the learners, teacher and learners every week or every fortnight (in cases of shift schools).

The timetable for the new curriculum that would be rolled out from September, 2019 has the following

Features:

- **Proposed Contact Hours (Time on Task)**

- Number of periods per day: - 10
- Number of periods per week: - 50 (10 x 5)
- Duration per period: - 30 minutes

- **Length of School Day**

- Time on Task: - 300 minutes (30 mins x 10 periods)
- Break Time - 60 minutes (two breaks of 30 minutes each)
- Extra-curricular activities - 60 minutes per day
- Total length of school day - 420 minutes (7 hours)

- **Proposed options for Length of School Day**

S/No	Lessons Start	Lessons Close	Extra-Curricula
1	7.00am	2.00pm	2.00pm – 3.00pm
2	7.30am	2.30pm	2.30pm – 3.30pm
3	8.00am	3.00pm	3.00pm – 4.00pm
4	8.30am	3.30pm	3.30pm – 4.30pm

- **Proposed Extra-Curricular Activities**

- Life and Psychosocial Skills: (Clubs, NGO Activities, Talks Sensitisation etc.)
- Research, Science & Community Project
- Entrepreneurship Development, Guidance and Counselling.
- Library, Sustainable Learning and Study Skills
- Research, Agric. and Gardening Project

- **Period Allocations for Subjects**

Subject	Lower Primary	Upper Primary
Language and Literacy: English and Ghanaian Language	15	15
Mathematics	10	10
Science	5	4
Creative Arts	5	4

History	4	4
Our World, Our People	4	4
Religious and Moral Education	2	2
Computing	2	2
French	---	2
Physical Education	2	2
Worship	1	1
<b>TOTAL</b>	<b>50</b>	<b>50</b>

### Sample Time Table based on the new School Time Arrangements

	30m	30m	30m	30m	30m	30m	30m	30m	30m	30m	30m	30m	30m	Extra-Curricular
M	A					B					B			
T	S					R					R			H
W	E					E					E			
T	M					A					A			
F	B					K					K			
	L													
	Y													
	&													
	R													
	E													
	G													

- Things to consider**

In populating the template to develop a school-based community friendly timetable, the school should consider the following:

- local dynamics – average walking distance from home to school
- social amenities such as availability of water etc.
- language and literacy (English language, Ghanaian language and French), and Mathematics should be completed before lunch
- activity based lessons such as Creative Arts and Computing should be studied after lunch
- fifteen periods have been allocated to language and literacy (English and Ghanaian language) per week. L&L should therefore be assigned 3 periods a day.
- Mathematics has been allocated 10 periods. It should therefore be taught two periods every day.
- PLC should be allocated one of the 5 slots of extra-curricular activities.

## 1.2 PREAMBLE TO THE SUBJECT CURRICULUM

### FRONT MATTER

Each subject curriculum has the following themes in the front matter:

Rationale (discussed in each subject pack)

Philosophy (discussed in each subject pack)

General aims (discussed in each subject pack)

Instructional expectations (discussed in each subject pack)

Core competencies

### Learning Domains (Expected Learning Behaviours)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

### Knowledge, Understanding and Application

Under this domain, learners are expected to acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts.

Notably each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as applying knowledge.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

**Knowing:** This refers to the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned. This constitutes the lowest level of learning.

**Understanding:** This refers to the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial or symbolic.

**Applying:** This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.

**Analysis:** This dimension is the ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; and the ability to recognise inferences from facts etc.

**Synthesising:** It is the ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.

**Evaluating:** This refers to the ability to appraise, compare features of different things and make comments or judgement, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluating refers to the ability to judge the worth or value of some material based on some criteria.

**Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning, and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills, beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

### **Skills and Processes**

Ghanaian learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. The more often they are faced with these challenges, the more likely they are to develop a positive attitude towards a given subject, and the more likely they are to develop the relevant process skills. Details of each sub-skill are as follows:

**Observing:** This is the skill of using our senses to gather information about objects or events. This also includes the use of instruments to extend the range of our senses.

<b>Classifying:</b>	This is the skill of grouping objects or events based on common characteristics.
<b>Comparing:</b>	This is the skill of identifying the similarities and differences between two or more objects, concepts or processes.
<b>Communicating/Reporting:</b>	This is the skill of transmitting, receiving and presenting information in concise, clear and accurate forms – verbal, written, pictorial, tabular or graphical.
<b>Predicting:</b>	This is the skill of assessing the likelihood of an outcome based on prior knowledge of how things usually turn out.
<b>Analysing:</b>	This is the skill of identifying the parts of objects, information or processes and the patterns and relationships between these parts.
<b>Generating possibilities:</b>	This is the skill of exploring all the options, possibilities and alternatives beyond the obvious or preferred one.
<b>Evaluating :</b>	This is the skill of assessing the reasonableness, accuracy and quality of information, processes or ideas. It also involves assessing the quality and feasibility of objects.
<b>Designing:</b>	This is the skill of visualising and drawing new objects or gargets from imagination.
<b>Measuring:</b>	This is the skill of using measuring instruments and equipment for measuring, reading and making observations.
<b>Interpreting:</b>	This is the skill of evaluating data in terms of its worth: good, bad, reliable, unreliable; making inferences and predictions from written or graphical data; extrapolating and deriving conclusions. Interpretation is also referred to as “Information Handling”.
<b>Recording:</b>	This is the skill of drawing or making graphical representation boldly and clearly, well labelled and pertinent to the issue at hand.
<b>Generalising:</b>	This is the skill of being able to use the conclusions arrived at in an experiment to what could happen in similar situations.

## Designing of Experiments:

This is the skill of developing hypotheses; planning and designing of experiments; persisting in the execution of experimental activities and modifying experimental activities where necessary in order to reach conclusions.

## Attitudes

The curriculum aims at helping learners to acquire the following:

1. **Commitment:** determination to contribute to national development.
2. **Tolerance:** willingness to respect the views of others.
3. **Patriotism:** readiness to defend the nation.
4. **Flexibility in ideas:** willingness to change opinion in the face of more plausible evidence.
5. **Respect for evidence:** willingness to collect and use data on one's investigation, and also have respect for data collected by others.
6. **Reflection:** the habit of critically reviewing ways in which an investigation or observation has been carried out to see possible faults and other ways in which the investigation or observation can be improved upon.
7. **Comportment:** conforming to acceptable societal norms.
8. **Co-operation:** the ability to work effectively with others.
9. **Responsibility:** the ability to act independently and make decisions; morally accountable for one's action; capable of rational conduct.
10. **Environmental Awareness:** being conscious of one's physical and socio-economic surroundings.
11. **Respect for the Rule of Law:** obeying the rules and regulations of the land.

The teacher should ensure that learners cultivate the above attitudes and skills as basis for living in the nation as effective citizens.

## Inclusion

Inclusion is ensuring access and learning for all learners, especially, those disadvantaged. Planning, delivery and reflections on daily learning episodes should consider these differences. The curriculum, therefore, promotes:

- learning that is linked to the learners' background and to their prior experiences, interests, potential and capacities,
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life) and
- active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

## **Differentiation and Scaffolding**

**Differentiation** is a process by which differences between learners are accommodated so that all learners in a group have best chances of learning. It could be by task, support and outcome. Differentiation, as a way of ensuring each learner benefits adequately from the delivery of the curriculum, can be achieved in the classroom through:

- task,
- pastoral support and
- outcome.

**Differentiation** by task involves teachers setting different tasks for learners of different abilities, in sketching the plan and shape of their classroom, some learners could be made to sketch with free hand, while others would be made to trace the outline of the plan.

**Differentiation** by support involves the teacher referring weak students to the Guidance and Counselling Unit for academic support.

**Differentiation** by outcome involves the teacher allowing students to respond at different levels. Weaker students are allowed more time for complicated tasks.

**Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving students progressively towards stronger understanding and ultimately, greater independence in the learning process.

Common scaffolding strategies available to the teacher are:

- give learners a simplified version of a lesson, assignment or reading and then gradually increase the complexity, difficulty or sophistication over time,
- describe or illustrate a concept, problem or process in multiple ways to ensure understanding,
- give learners an exemplar or model of an assignment they will be asked to complete,
- give learners a vocabulary lesson before they read a difficult text,
- clearly describe the purpose of a learning activity, the directions learners need to follow and the learning goals they are expected to achieve and explicitly describe how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

## **Information Communications Technology**

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes,
- improved consistency and quality of teaching and learning,



- increased opportunities for more learner-centred pedagogical approaches,
- improved inclusive education practices by addressing inequalities in gender, language, ability,
- improved collaboration, creativity, higher order thinking skills, and
- enhanced flexibility and differentiated approach of delivery (presented in each subject guide)

## ORGANISATION OF THE CURRICULUM

The curriculum has been structured into four columns which cover Strands, Sub-strands, Content standards, Indicators and Exemplars. A unique annotation is used for numbering the learning indicators in the curriculum for the purpose of easy referencing. The annotation is indicated in Table 2.

### Example: B3.2.4.1.2

ANNOTATION	MEANING/REPRESENTATION
B3	Year or Class
2	Strand Number
4	Sub-Strand Number
1	Content Standard Number
2	Indicator Number

**Strands** are the broad areas/sections of the subject content to be studied.

**Sub-strands** are the topics within each strand under which the content is organised.

**Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

**Exemplar:** Support and guidance, which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take, to support the facilitators/teachers in the delivery of the curriculum

**ILLUSTRATION**

Strand 1: DIVERSITY OF MATTER		Sub-strand 1: Living and Non-Living Things	
<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>
<b>B1.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</b>	<b>B2.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</b>	<b>B3.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them.</b>	<b>B4.1.1.1: Show understanding of the physical features and life processes of living things and use this understanding to classify them</b>
<b>B1.1.1.1: Observe and describe different kinds of things in the environment.</b>	<b>B2.1.1.1.1: Describe the physical features of plants (roots, stem, leaves</b>	<b>B3.1.1.1.1: Group living things into plants and animals based on their physical features</b>	<b>B4.1.1.1.1: Group living things into plants and animals based on their uses</b>

Learning Indicators

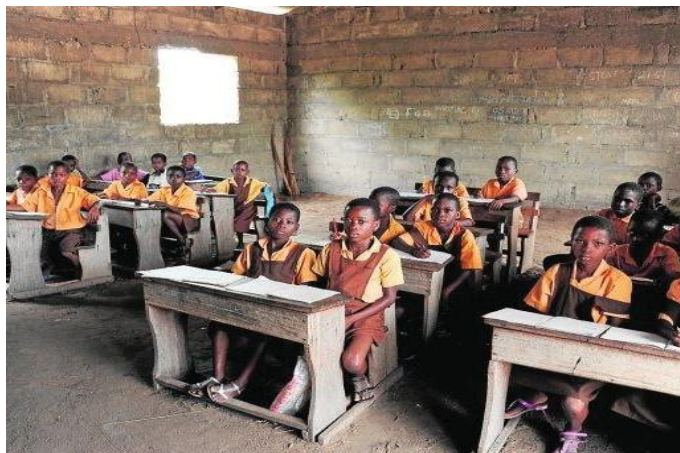
Content Standards

Class

## ILLUSTRATION

## PEDAGOGY AND ASSESSMENT

Comparison of traditional and standards-based Classroom



## DIFFERENCE BETWEEN THE TRADITIONAL AND LEARNING-CENTRED CLASSROOM

	TRADITIONAL	LEARNING-CENTRED CLASSROOM
1.	Emphasis is on knowledge acquisition.	Emphasises the acquisition of skills and competencies.
2.	Learning is limited to the four walls of the classroom.	Learning takes place both in and outside the classroom (school compound, community, home, internet, etc.).
3.	Students constantly face the teacher and board.	The classroom is inviting. Desks can be rearranged to promote collaborative as well as independent work.
4.	Teacher restricted to provisions in the curriculum.	Gives room for teacher innovation.
5.	The teaching and learning tools are limited to pens, pencils, crayons and paper.	The teaching and learning process is enhanced by the use of modern technological gadgets such as smart phones, sound systems, computers, TV sets, smart boards, etc.
6.	The classroom environment is devoid of teacher-sponsored TLRs.	The classroom environment is laden with materials for sub-conscious learning.
7.	The teacher takes the centre stage and talks more than the learner.	The learner takes active part in the learning process and talks more.
8.	Here, mistakes are sanctioned.	Mistakes are tools for discovery and learning.
9.	Criterion-referenced assessment is emphasised. Learner's progression is based on score in exams.	Relies on different modes of assessment, progression is based on mastery of competency.
10.	Mainly focused on theoretical mode of teaching.	Plethora of learning modes.

## **Learning-Centred Pedagogies**

The curriculum framework contains provisions for ensuring the attainment of the following so far as daily teaching and learning within the Ghanaian school is concerned:

- Emphasis on the social constructivism approach to learning.
- Learner-centred classrooms.
- Teacher-centred schools.
- Learning centred pedagogy.

Learner-Centred Pedagogies include the approaches, methods, strategies and appropriate teaching and learning resources for ensuring that every learner benefits from the teaching and learning process. The curriculum emphasises on the:

1. creation of learning-centred classrooms through the use of creative approaches to ensure learner empowerment and independent learning; positioning of inclusion and equity at the centre of quality teaching and learning;
2. use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
3. use of Information Communications Technology (ICT) as a pedagogical tool;
4. identification of subject specific instructional expectations needed for making learning in the subject relevant to learners;
5. integration of assessment as learning, for learning and of learning into the teaching and learning processes and as an accountability strategy; and
6. use of questioning techniques that promote deep learning.

## **Role of the Teacher in Ensuring Learner-Centred Classroom**

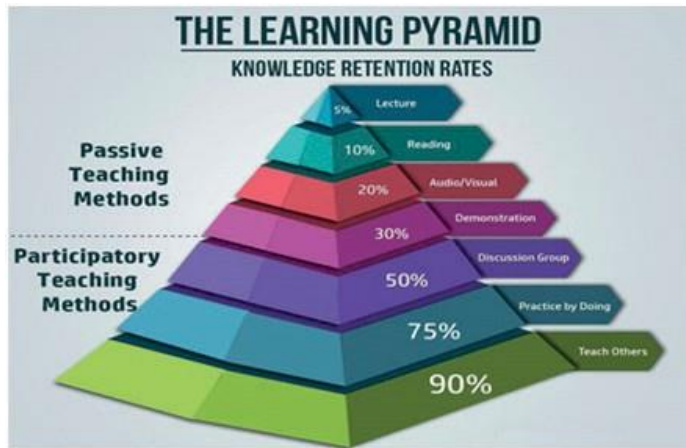
The Curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school.

The teacher as a facilitator needs to create a learning environment that:

1. makes learners feel safe and accepted;
2. helps learners to interact with varied sources of information in a variety of ways;
3. helps learners to identify a problem suitable for investigation through project work;
4. connects the problem with the context of the learners’ world so that it presents realistic opportunities for learning;

5. organises the subject matter around the problem, not the subject;
6. gives learners responsibility for defining their learning experience and planning to solve the problem;
7. encourages learners to collaborate in learning; and
8. expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centred classroom.



### **Suggested Learner-Centred Pedagogies for Standards-Based Learning**

- Activity-based learning.
- Demonstrations.
- Inquiry-based learning.
- Group work (think-pair-share, collaborative learning, problem-based learning, discussions)

### **Auxiliary Learning Strategies in the Standards-based Curriculum**

- ICT Based Learning
- Engaging Learners in Meaningful Learning
- Organisation of Field Trips and Nature Walks
- Use of Concept Maps, Mind Maps and Future's Wheel
- Invitation of Professionals to make Class presentations
- Changing the learning setting
- Implementation of a Reward System
- Use of Educational games, songs and ice-breakers



## TEACHING AND LEARNING RESOURCES

To enable teachers effectively plan their lessons and schemes of work, a template has been developed to help teachers identify and select the appropriate resources. Teachers are expected to study the curriculum for a given subject and identify appropriate TLRs that will be needed to teach various concepts.

A sample of the template and accompanying instructions on how to complete it is provided below.

Study the Curriculum for each class and identify the Teaching and Learning Resources/Materials (TLRs) that will be needed for an effective implementation of the standards-based curriculum. Complete the form below by:

- (ix) writing the needed TLRs in column (I); and
- (x) ticking the options (II) to (V) to indicate how the TLRs you have identified can be obtained.

II. NC = No Cost to the teacher

III. LC = Low Cost or can be improvised

IV. PS = To be Purchased by School

V. PP = To be Provided by

Parents Key:

<b>Subject:</b> .....
<b>Class:</b> .....

## Template of the Subject Curriculum Resource Tool

**Subject:**

**Class:**

	(I)	(II)	(III)	(IV)	(V)
S/N	LEARNING RESOURCE	NC	LC	PS	PP
1					
2					
3					
4					
5					
6					
7					
8					
9					

### ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner's response to instruction.

Assessment in the curriculum is both formative and summative.

#### Assessment "for", "as" and "of" learning

Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.

**Assessment as learning:** Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.

**Assessment for learning:** It is an approach used to monitor learner's progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves



as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

**Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.

**Illustration of how to use Assessment “for”, “as” and “of” learning to teach a lesson**

Indicator	Assessment for learning	Assessment as learning	Assessment of learning										
<p>B 2 . 1 . 2 . 3 . 1 Describe a solid– solid mixture and explain how to separate the components</p>	<p>In the course of the lesson: Identify the solid– solid mixtures among the following: gari and water, sand and salt, charcoal and sand, iron nails in water</p>	<p>Before the lesson: find– out from the home, how sand is separated from roasted groundnut.  Let learners share ideas in group discussion</p>	<p>End of term Exam: Explain how you would separate a mixture of sand and stone</p>										
<p>B3.3.3.1.1 Identify organisms in a habitat and describe why they live in a particular place</p>	<p>During the lesson: Match the following animals with their home/ habitat.</p> <table border="1" data-bbox="443 1630 847 2000"> <thead> <tr> <th data-bbox="443 1630 635 1704">Habitat</th> <th data-bbox="635 1630 847 1704">Animal</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1704 635 1778">River</td> <td data-bbox="635 1704 847 1778">Bird</td> </tr> <tr> <td data-bbox="443 1778 635 1852">Tree</td> <td data-bbox="635 1778 847 1852">Rat</td> </tr> <tr> <td data-bbox="443 1852 635 1926">Top</td> <td data-bbox="635 1852 847 1926">Tilapia</td> </tr> <tr> <td data-bbox="443 1926 635 2000">Hole in the ground</td> <td data-bbox="635 1926 847 2000"></td> </tr> </tbody> </table>	Habitat	Animal	River	Bird	Tree	Rat	Top	Tilapia	Hole in the ground		<p>During the lesson introduction: Discuss among yourselves: in your community, where do you normally see birds building their homes?</p>	<p>End of Unit Exercise: What enables fish to live in water?</p>
Habitat	Animal												
River	Bird												
Tree	Rat												
Top	Tilapia												
Hole in the ground													

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework projects etc., must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

### **Principles of Assessment**

Assessment plays a critical role in the successful implementation of the curriculum which requires that the assessment in place is effective as a form of communication. The understanding of assessment as a form of communication is made to a variety of sources – to the learner (feedback on their learning), to the teacher (feedback on their teaching), to the curriculum designer (feedback on the curriculum) and to district, regional and national education directorates (feedback on the use of resources).

Assessment needs the following principles to guide it:

- (i) Test developer must be clear about the performance indicators to be assessed. This involves clearly specifying the intended learning goals and selecting the appropriate assessment technique, which should be clear, explicit and accessible to all stakeholders, including learners.
- (ii) The assessment technique selected must match the performance indicators. The main criterion is whether the procedure is the most effective in measuring learning within the performance indicators. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that learners have the opportunity to develop a range of generic skills and capabilities.
- (iii) Assessment techniques must serve the needs of the learners. They should provide meaningful feedback to the learners about how closely they are meeting the demands of the performance indicators. Timely feedback promotes learning and facilitates improvement and should be an integral part of the assessment process.
- (iv) Assessment is a goal-oriented process. The assessment task should match the purpose of the subject being assessed. It works best when the programme being assessed has a clear, explicitly stated purpose.
- (v) Good assessments use multiple methods. Multiple indicators of performance provide a better assessment of the extent to which a learner has attained a

given learning target. Assessment needs to be comprehensive. Formative and summative assessment should be incorporated into the programmes to ensure that the purposes of assessment are adequately addressed.

- (vi) Assessment is inherently a process of professional judgement. Proper use of assessment procedures requires that the user is aware of the limitations of each technique. In interpreting the results of the assessment, these limitations must be considered. Therefore, all those involved in the assessment of learners must be competent to undertake their roles and responsibilities.
- (vii) Assessment is a means to an end. It is not an end in itself but a vehicle for educational improvement.
- (viii) Assessment should be valid and reliable. Evidence needs to be provided that the interpretations and use of learners' assessment results are appropriate and reliable.
- (ix) Good assessment appropriately incorporates technology. As technology advances and teachers become more proficient in the use of technology, there will be increased opportunities for teachers and district and regional education directorates to use computer-based techniques (e.g. item banks, electronic grading, computer-adapted testing and computer-based simulations), Internet resources, and more complex, detailed ways of reporting results.
- (x) Good assessment is fair and ethical. Usually, four views of fairness are presented by the Assessment Standards as i) absence of bias (e.g. offensiveness and unfair penalisation), ii) equitable treatment, iii) equality in outcomes, and iv) opportunity to learn.

### **School-Based Assessment (SBA)**

SBA is a very effective system for teaching and learning if carried out properly. The new SBA system is designed to provide schools with an internal assessment system that will help them to achieve the following purposes:

- Standardise the practice of internal school-based assessment in all schools in the country.
- Provide reduced assessment tasks for each of the primary school subjects.
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks.
- Introduce standards of achievement in each subject and in each class of the school system.
- Provide guidance in marking and grading of test items/questions and other assessment tasks.
- Introduce a system of moderation that will ensure the accuracy and reliability of teachers' marks.

- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve pupil performance.

The marks for SBA should together constitute the SBA component that is marked out of 60%. The emphasis is on improving learners' learning by encouraging them to perform at a higher level. The SBA will hence consist of:

- End-of-month/Strand tests;
- Homework assignments (specially designed for SBA);
- Project.

The SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system.

Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating learners' class performance, and as a means for encouraging improvements in learning performance.

### **End-of-Term Examination**

The end-of-term examination is a summative assessment system and should consist of a sample of the knowledge and skills learners have acquired in the term. Test types and assessment tasks for a class must be carefully chosen to reflect the learners' ages and abilities. In KG1 to B2, assessment tasks must be designed to be administered during a one-on-one interview with a pupil. This is because most learners cannot read and therefore makes it difficult for the assessor to get accurate assessments when using pencil and paper tests. Beginning in P3, assessment should also be partly pencil and paper-type tasks and partly interview-type task. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system so as to reflect the importance of the work done in each term in appropriate proportions.

The new SBA system is important for raising learners' school performance. For this reason, the 60 marks for the SBA will be scaled to 50 in schools. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine learners' end of term results.

## Grading Procedure

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades:

Level of Proficiency	Equivalent Numerical Grade	Meaning	Grade descriptor
1	80% +	Advance (A)	Learner exceeds core requirements in terms of knowledge, skills and core understanding; can transfer them automatically and flexibly through authentic performance tasks
2	75-79%	Proficient (P)	Learner develops fundamental knowledge, skills and core understanding; can transfer them independently through authentic performance tasks
3	70-74%	Approaching Proficiency (AP)	Learner develops fundamental knowledge and skills and core understanding; with little guidance; can transfer understanding through authentic performance task
4	65-69%	Developing (D)	Learner possesses the minimum knowledge and skills but needs help throughout the performance of authentic task
5	64% and below	Beginning (B)	Student is struggling with his/her understanding due to lack of essential knowledge and skills

The grading system presented, shows the letter grade system and equivalent grade boundaries. In assigning grades to learners' test results, or any form of evaluation, the above grade boundaries and the descriptors may be applied. The descriptors (Advance [A], Proficient [P], Approaching Proficiency [AP], Developing [D], Beginning [B]), indicate the meaning of each grade.

## Sample Assessment Tasks

In setting assessment tasks, teachers are expected to be innovative as possible, focusing on a wide variety of tasks. This could be in the form of project work, group assignments, puzzles, mazes, riddles, scrambled words, etc. This marks a shift from the routine format of close ended questions that hinder the promotion of high thinking and development of hands-on skills among learners.

In the example below, different assessment tasks have been developed under a single indicator from the Science Curriculum.







Indicator: B3.1.2.1. Identify the uses of everyday materials and link the uses to their properties

### Tasks

1. Group Project: Use different materials to create new items such as paper fans, toy cars, and toy planes, cooking pans, hats and earthen ware.
2. Pair-Activity: Match cut-out pictures of common items (e.g plastic bottle, glass cup, metallic spoon, clay mug) with their material sources.
3. Work in groups: To create a material Museum using common materials such as glass, plastics, wood, metals, ceramics, paper, straw, rocks, grass, and cardboard.



4.

<p>a. Which of them is harder?</p>	 <p>A piece of stone</p>	 <p>straw</p>
<p>b. Which of them is lighter?</p>	 <p>A piece of paper</p>	 <p>A metallic roofing sheet</p>
<p>c. Which of these is smoother?</p>	 <p>A glass cup</p>	 <p>A piece of rock</p>

5. Draw and colour the following items:

- a. Toy car    b. clay pot

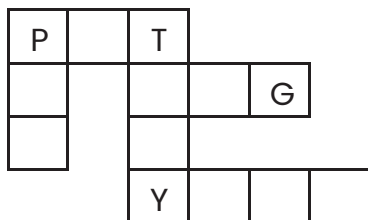
6. Write the correct names of the following materials.

- a. Lcay        b. etmla    c. odow

7. Fill in the blank spaces with the correct vowels: ( e, a, o)

- A. M - tal    B. p - p e r.    C. w o - d

8. Identify the following artifacts from the puzzle: PAN, POT, YARN, TRAY, RUG



9. Fill in the blank spaces with the correct words: (hard, sticky, bent)

- i. Clay is .....
- ii. Straw can be .....
- iii. A metal is .....




10. Riddle: I am obtained from trees; I am used in making tables and chairs. I can also be used for making doors and windows. Who am I?



11. Write the names of any three materials used in making the car below:



12. Match the following items in Box A with their products in Box B

BOX A	BOX B
Paper	
Wood	
Clay	

13. (a) Wood is used to make chairs because wood is ( hard, rough)  
(b) Paper is used to make books because it is (light, heavy)



### 3.0 SCHEME OF LEARNING AND LESSON PLANNING

#### Introduction

This document is a Scheme of Learning created by the National Council for Curriculum Assessment (NaCCA) as a suggested plan of delivery for the Primary Ghanaian Language curriculum. The term 'schemes of work' outlines the sub-strands to be covered in each term, and the content standards learners should be able to demonstrate with respect to each of the sub-strands.

Content Standards for each class have been grouped under Strands and sub-strands. These have been arranged in a recommended teaching order but the teacher is free to teach sub-strands in any order within a class per local requirements and resources.

The scheme for a given term has assumed a term duration of twelve (12) teaching weeks. An overview of the sequence of the week and the term for each sub-strand is shown in Table 1.

The scheme has been designed based on the minimum length of a school year to allow flexibility. The teacher should be able to add more teaching time as necessary, to suit the pace of their learners and to fit the work comfortably.

**Table 1: Template for Writing a Yearly Curriculum Overview**

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Teachers are expected to complete the table by studying the subject curriculum (for a given year) to determine the number of sub-strands that can be covered within each term. The allocation of sub-strands should be done in such a way that the entire content for the year is evenly distributed across the 12 weeks in each of the 3 terms.

#### Scheme of Learning for an Academic Term

The suggested format for writing the Scheme of Learning (SOL) for a given term (see excerpt in Table 2) requires listing the strands, sub-strands, the content standard reference number and the associated indicators.

The template has also made provisions for indicating the resources required to teach each week's lessons.

Table 2: Template for Writing the Scheme of Learning for a Given Term

Week	Strand	Sub-Strand	Content Standards	Indicators	Resources
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

## WEEKLY AND DAILY LESSON PLANS

A lesson plan (referred to as lesson notes) based on this Scheme of Learning must be prepared for the associated indicators to the content standard to be achieved. The lesson plans do not have to be lengthy. What is important is to make sure they contain the main elements of the lesson. They are meant to guide instructional activities so teachers can maximise classroom time.

### Phases of the Lesson Plan

Teachers must understand how to arrange the different learning activities in the indicators into a logical progression of learning for young children. To do this effectively it is recommended that lessons in primary schools should comprise the following three phases of learning activities:

- Phase 1: Starter (preparing the brain for learning).
- Phase 2: Main (new learning including assessment).
- Phase 3: Plenary/Reflections (Learner and teacher).

The starter sets the tone. Activities which engage learners, get them thinking and provide a clear focus on learning, creates a purposeful atmosphere in which the teacher is in charge and the students are ready and willing to work. As learners are learning a new game, song, rhyme and the related concepts, it may be necessary to go a little slower. However, teachers should quickly pick up the pace so that learners become faster and faster at accessing these important concepts. The goal is to maintain a lively pace and provide an energetic start to the class.

It is important to review and reinforce concepts covered in previous weeks or classes as part of the starters. For that reason, the weekly schemes of works outline short, fun games and activities teachers can do to reinforce understanding. Teachers should strive to do at least short starter activities per lesson.

The bulk of the main (new learning including assessment) phase in a lesson plan should be devoted to having all learners:

- explore the new learning areas for the day
- work in pairs or groups to carry out differentiated tasks
- work with resources or tools to carry out differentiated tasks
- share and discuss their results and strategies
- develop relevant core competencies (i.e. problem solving, critical thinking, communication, digital literacy, collaboration etc.).

In addition to the above, and for the purpose of assessment, in each lesson, time should be set aside for learners to work independently or collaboratively on problems. During this time, the teacher should move around, look at and check learners' work.

The Plenary/Reflections phase is a fantastic opportunity to reflect, recap on and consolidate the learning that has happened in the day's lesson. They can also be used to introduce ideas that will be visited in the next lesson forming a bridge for continuous learning. Ideally, an effective plenary:

- Usually occurs at the end of a lesson but can also be used at other points in the lesson, if appropriate.
- Brings the whole group together to participate.
- Is used by the teacher (and to an extent by the learners) to check on learning so far and to identify any misconceptions that need to be corrected.
- Directs students to the next phase of learning.
- Helps learners to understand not only what they have learned, but also how they learned it.

### **Some useful plenary techniques:**

1. Post-it notes for learners to collect 3 things they have learnt.
2. Using a flip chart or whiteboard/chalkboard to collect group learning achievements
3. Showing 5, 4, 3, 2, 1 fingers to demonstrate success in learning progress on a five-scale point. For example, 5 fingers mean 'I really got it', 4 means 'mostly got it', 3 means 'got some of it', 2 means 'got little of it' and 1 means 'didn't get it'.
4. Sit in a hot seat and make 3 points as a key character that would be an expert in the lesson outcome, hand on to another class member who has to make 2 points, then down to 1.

Note: Always finish on time so that you don't miss out the plenary in your lesson plan. It should be very clear to any observer that learners have made progress in learning and can demonstrate it. Where insufficient progress has been made it should be clear what the plan of action will be to address this next lesson. One of the most common criticisms is that teachers don't use assessment outcomes to inform future planning. Make it clear that you can see what each and every learner has learnt and what the next steps are to secure progress.

### Time Allocation for the Phases of a Lesson

The curriculum is designed to be delivered in either a single, daily 60-minute block of time, or two 30-minute blocks of time, each day. The recommended allocation of time to phases is summarised in Table 3

**Table 3 Allocation of Time to Phases**

	SINGLE, 60 MINUTE CLASS		TWO BACK-TO- BACK 30-MINUTE CLASSES (EACH CLASS FOLLOWS SAME ROUTINE)
Duration	Activity	Duration	Activity
10 min	<p>A starter should stimulate curiosity and open-mindedness and prepare the brain for learning. These can be random and/or linked to the content standard.</p> <p>E.g. Random Mental activities (fast paced games) or Reinforcement short activities</p>	5 min	<p>A starter should stimulate curiosity and open mindedness and prepare the brain for learning. These can be random and/or linked to the content standard.</p> <p>E.g. Random Mental activities (fast paced games) or Reinforcement short activities</p>
40 min	<p>Activities to explore new learning content for day (including at least 10 minutes where learners do problems or exercises alone or collaboratively, in their exercise books and teacher move around to monitor and check work)</p>	20 min	<p>Activities to explore new instructional content for day (including at least 5 minutes where learners do problems or exercises alone or collaboratively, in their exercise books and teacher circulates to monitor and check work)</p>
10 min	<p>Plenary/Reflections</p> <p>Reflect, recap on and consolidate the learning that has happened in the day's lesson.</p>	5 min	<p>Plenary/Reflections</p> <p>Reflect, recap on and consolidate the learning that has happened in the day's lesson.</p>

## Template for Planning Daily Lessons

Date:		Period:		Subject	
Time:				Strand:	
Class:		Class size:		Sub-Strand:	
Content Standard			Indicator:		Lesson 1 of 2
Performance Indicator:				Core Competencies:	
Key words:					
Phase/Duration	Learner activities				Resources
Phase 1: Starter (preparing the brain for learning)  10 minutes					
Phase 2: Main (new learning including assessment)  40 minutes					
Phase 3: Plenary/ Reflections (Learner and teacher)  10 minutes					

\* Samples of completed Lesson Plans for various subject areas can be found in the second part of this document.

## Template for Planning a Weekly Lesson Plan

Learning Indicator (s) (Ref. No.)	
Performance indicators	
Week Ending	
Reference	
Teaching/Learning Resources:	

DAY	Phase 1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes
Monday			What have we learnt today?
Tuesday			
Wednesday			
Thursday			
Friday			

\* Samples of completed Weekly Lesson Plans for various subject areas can be found in the second part of this document.

Education in practice has been progressively dynamic and questioning the theory of 'what is next?' Education is transforming swiftly from block scheduling to tele-collaborative projects, from discovery learning to authentic assessment. Undeniably, new ideas for efficient education delivery and best performance attainment levels come and fade away or metamorphose into other models. In recent times, the concept of Professional Learning Communities (PLCs) has taken central stage in the most advanced countries in their quest for making education delivery robust and responsive in meeting their developmental needs.

## **Professional Learning Communities**

PLC is a group of educators and other stakeholders who meet regularly to share expertise knowledge, skills and experience for the improvement in lesson delivery, assessment and academic performance of learners. It is a collegial group of Administrators and School Staff who are united in their commitment to Learners' learning.

“As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement”.

– (Hord 1997b)

They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995).

They can serve as a mechanism to transform school culture.

In other words, PLCs connect teachers with information, strategies and best practices.

### **Characteristics of Effective PLCs**

- Shared values and norms.
- Collaborative work.
- Collective focus on student learning.
- Time is created for collaborative work.
- Creation of common work spaces. Arranging for close physical proximity to encourage collaborative work.
- Communication structures to support collaborative work are in place.
- Leadership is supportive of the work of the PLC.
- Levels of trust and respect are high.
- Administrators and teachers are open to improvement.

### **Schools and Teachers do make a Difference**

Schools that are highly effective produce results that almost entirely overcome the effects of learners' background.

- Culturally and Inclusively Responsive Teaching.
- Effective Instructional Strategies.
- Data Based Decisions.

### **So, what's the role of teachers in the PLC?**

- Focus on learners' performance.



- Collaborate with colleagues during PLC time.
- Become students of teaching and consumers of research.
- Accept responsibility for implementing systems that enable each learner to be successful.

### **Observed Outcomes for Staff**

- Shared responsibility for the development of all students and collective responsibility for student success.
- Reduced teacher isolation.
- Powerful adult learning that shifts our focus from teaching to learning.
- Increased understanding of content and the roles teachers play in helping all students build capacity.
- Increased likelihood that teachers will build greater capacity for learning, will be professionally renewed and will continue to be inspired to inspire students.

It is important you understand that the PLC model is not a canned program or a step-by-step recipe for school improvement. It represents a process for making the structural and cultural changes necessary to help students achieve at higher levels and make teaching a more rewarding and satisfying profession.

### **Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers)**

#### **The main actors in the PLC are:**

- District Education Oversight Committee.
- District Education Director.
- District Head of Monitoring and Supervision.
- Circuit Supervisors.
- Head Teachers.
- Curriculum Leaders/Peer Coaches.
- Primary School Teachers (KG1 to B6).

#### **District Education Oversight Committee**

- Validate the PLC/SBI program
- As a policy making body at the district level, the DEOC would make a policy related decision for implementation of the program
- Provide supervisory role for the District Education office in the performance of duties relating to the program

#### **District Director of Education**

- Advise on issues related to district and school-based implementation or

monitoring/ evaluation of the programme.

- Develop a revised timetable for schools to accommodate early release of teachers: one day per week (i.e., schools dismissed [1 hour] earlier to allow teachers to participate in PLC programme).
- Establish a calendar for the integration of PLC activities into district plan.
- Provide overall leadership and supervision and assign needed roles to subordinates who would follow through with instruction and take decision in matters that require immediate action.

### **District Head of Monitoring and Supervision**

- Develop, in collaboration with DDE and CS, a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of success of the PLC/SBI initiative.
- Review, with CS, monitoring and evaluation and fidelity of implementation data for each term and implemented needed changes.
- In consultation with the DDE, select/recruit peer coaches for the PLS/SBI for each school.

### **Circuit Supervisors**

- Participate in selection/recruitment of peer coaches.
- Collect, collate and submit to DEO M&E and FOI data (Nature of data and regularity of collection and reporting to be determined in consultation with NaCCA).
- Identify training needs of head teachers, teachers and in partnership with the District training officer.
- Train head teachers and peer Math coaches.
- Refer matters relating to attitudes and behaviours detrimental or advantageous to the intervention to the District Head of Monitoring and Supervision for moderation as well as share/promote the experience of the intervention among schools under his/her supervision.

### **Head Teachers**

- Attend initial training on PLC/SBI programme.
- Ensure Parent-Teacher Association Executives and School-based Management Committee support for the PLC/SBI programme.
- Ensure teachers participate actively in Coaching Sessions, and that ALL teachers implement new practices.
- Identify and put in places measures to acknowledge teachers who make an effort to implement new practices.
- Put in place measures to monitor and report on KG 1 to B6 learners'

progress with respect to performance indicators and established national performance standards.

### **Primary School Teachers (KG1 to B6)**

- Participate actively in all Coaching Sessions activities.
- Follow the revised curriculum, write lesson plans/notes according to specification and keep track of challenges or difficulties encountered.
- Try out new teaching activities, strategies and practices discussed during Coaching Sessions and share challenges and successes with teaching colleagues in future Coaching Sessions.
- We are what we repeatedly do. Excellence, then is not an act but a habit.

### **Guidelines on how to establish Rules and Regulations for a PLC.**

#### **Time**

- When do we meet?
- Will we set a beginning and ending time?
- Will we start and end on time?

#### **Listening**

- How will we encourage listening?
- How will we discourage interruptions?

#### **Confidentiality**

- Will the meetings be open?
- Will what we say in the meeting be held in confidence?
- What can be said after the meeting?

#### **Decision Making**

- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

#### **Participation**

- How will we encourage everyone's participation?
- Will we have an attendance policy?

#### **Expectations**

- What do we expect from members?
- Are there requirements for participation?

## **PEER COACHING**

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Peer coaching is a relatively new form of coaching that's gaining recognition and respect due to its positive outcomes and cost-effective nature. What are the guiding principles for working in partnerships?

Research shows that good coaches take a partnership approach to collaborating with each other on an on-going basis. According to Knight (2011), the following Partnership Principles, are characteristic of beliefs that facilitate the process. Each principle is summarised below in terms of how Peer Coaches interact:

### **Equality**

Peer coaches share ideas and make decisions together as equals. One partner does not tell the other what to do. Peer coaches who see themselves as equals have faith in each other and value what each brings to the discussion. They listen to each other attentively.

### **Reflection**

When teachers coach each other and reflect together, they learn by doing and analysing. They reflect on what they do and relate that to what they're learning. The coaching becomes a "meeting of the minds."

### **Dialogue**

When peer coaches discuss, they exchange ideas and perspectives. It is a two-way conversation, not one telling the other what they should do. Each can give their opinion, but they listen so they can hear each other.

### **Classroom Practice**

Classroom practice refers to the act of applying new knowledge and skills. When teachers think about implementing a new approach to teaching reading, for example, they think about how they will use it in their classrooms.

### **Voice**

Communication between peer coaches should be open and confidential, like a conversation with a trusted friend. Peer coaches should feel free to express both their enthusiasm and their concerns. They should ask for the other's opinions and pay attention. When arranging to observe a class, they ask what the teacher would like them to focus on during that particular observation.

### **Reciprocity**

Each partner is viewed as a teacher and a learner; reciprocity is the natural outcome of a true partnership. Regardless of their formal training, in-service training, or years of experience, both can learn from each other.

## **PART B: SUBJECT PACKS**

# RESOURCE PACK FOR ENGLISH LANGUAGE

## FRONT MATTER OF THE ENGLISH LANGUAGE CURRICULUM

### RATIONALE FOR PRIMARY ENGLISH LANGUAGE

- The special status of English as a language across curriculum and as the official language of Ghana and the role it plays in national life, makes it important that Ghanaian children learn English as a second language.
- Learners need to develop effective communication skills in English to enable them appreciate the values and culture of others.
- The need for Ghanaian learners to become members of the international community.

### TEACHING AND LEARNING PHILOSOPHY

- Two Philosophical Ideas: Developmental theory and the Social Constructivism. Children learn and develop language at their own pace as they interact with the social environment around them. A good social environment promotes language development.
- As facilitators, teachers should promote interaction and make learners active in their own learning through participatory and thematic approaches.
- Learners' differences in the language classroom should provide the teacher with the background to support children.

### GENERAL AIMS

The general aim of the English Language curriculum is to enable learners develop an appreciation and understanding of language and to use language effectively, make meaning with the English Language in ways that are purposeful, imaginative, creative and critical.

### SPECIFIC AIMS

The overriding aim for English language in basic schools is to promote high standards of language and literacy by equipping pupils with a good command of the spoken and written word to enable them to: acquire the basic skills that will help them decode any text, read age level text easily, fluently and with comprehension.

- cultivate the habit of reading widely for pleasure and information;
- acquire a wide stock of vocabulary and understanding grammatical structures as well as linguistic conventions for easy reading, good writing and speaking;

- write clearly, accurately, and coherently, adapting their first language style in a range of contexts for varied purposes and audience;
- read with pleasure literary material and appreciate a great stock of literary repertoire;
- acquire the skill of self-expression and be able to communicate their ideas to different audience to achieve the intended purpose;
- develop and cultivate the skill and ability to read the lines, in-between the lines and beyond the lines; and to find out hidden meaning and ideas.

## **TEACHING AND LEARNING EXPECTATIONS**

Teachers are expected to:

- guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences;
- select English Language content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners;
- work together as colleagues within and across disciplines and grade levels to develop communities of English Language learners who exhibit good communication skills and positive attitudes towards the learning of English Language.
- use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of English Language, and also to provide feedback to both learners and parents;
- design and manage learning environments that provide learners with the time, space and resources needed for learning English Language.

## 1.6 STRUCTURE AND ORGANISATION OF THE CURRICULUM

### SCOPE AND SEQUENCE

STRANDS	SUB-STRANDS	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE: LISTENING AND SPEAKING	Songs	✓	✓	✓	✓	✓	✓
	Rhymes	✓	✓	✓			
	Poems				✓	✓	✓
	Story telling	✓	✓	✓	✓	✓	✓
	Dramatisation & role play	✓	✓	✓	✓	✓	✓
	Conversation talking about oneself, family, people, places, customs, events, cultural values, manners, and other themes	✓	✓	✓	✓	✓	✓
	Listening comprehension	✓	✓	✓	✓	✓	✓
	Asking and answering questions	✓	✓	✓	✓	✓	✓
	Giving and following commands/instructions/directions and making and responding to requests	✓	✓	✓	✓	✓	✓
	Presentation	✓	✓	✓	✓	✓	✓
2. READING	Pre-reading activities: Print concept Phonological/phonemic awareness	✓					
	Phonics Letter-sound knowledge: Vowel sounds and consonant sounds	✓	✓	✓			
	Word families, rhyming endings and Common digraphs	✓	✓	✓	✓	✓	✓
	Diphthongs						
	Blends and consonant clusters			✓	✓	✓	✓



	Vocabulary	✓	✓	✓			
	Sight vocabulary				✓	✓	✓
	Content vocabulary						
	Comprehension	✓	✓	✓	✓	✓	✓
	Silent reading				✓	✓	✓
	Fluency	✓	✓	✓	✓	✓	✓
	Summarising				✓	✓	✓
3. GRAMMAR USAGE AT WORD AND PHRASE LEVELS	Nouns				✓	✓	✓
	Determiners				✓	✓	✓
	Pronouns				✓	✓	✓
	Adjectives				✓	✓	✓
	Verbs				✓	✓	✓
	Adverbs				✓	✓	✓
	Idiomatic expressions				✓	✓	✓
	Conjunctions				✓	✓	✓
	Modals				✓	✓	✓
	Prepositions				✓	✓	✓
	Adjective phrase				✓	✓	✓
	Adverb phrase				✓	✓	✓
	Direct and reported speech						✓
4. WRITING	Pre-writing activities	✓					
	Penmanship/handwriting	✓	✓	✓	✓	✓	✓
	Writing/copying letters: small and capital letters	✓					
	Labelling items	✓					
	Writing simple words and sentences	✓	✓	✓			
	Paragraph development				✓	✓	✓
	Controlled writing	✓	✓				
	Guided composition		✓	✓			

	Writing as a process			✓	✓	✓	✓
	Narrative writing			✓	✓	✓	✓
	Creative/free writing				✓	✓	✓
	Descriptive writing	✓	✓	✓	✓	✓	✓
	Persuasive/argumentative writing			✓	✓	✓	✓
	Informative/academic writing			✓	✓	✓	✓
	Letter writing				✓	✓	✓
5. USING WRITING CONVENTIONS /GRAMMAR USAGE	Using capitalisation	✓	✓	✓	✓	✓	✓
	Using punctuation		✓	✓	✓	✓	✓
	Using naming words	✓	✓	✓	✓	✓	✓
	Using action words/verbs	✓	✓	✓	✓	✓	✓
	Using qualifying words: adjectives	✓	✓	✓	✓	✓	✓
	Using qualifying words: adverbs			✓	✓	✓	✓
	Using simple prepositions	✓	✓	✓	✓	✓	✓
	Using conjunctions				✓	✓	✓
	Using simple, compound and complex sentences		✓	✓	✓	✓	✓
	Spelling	✓	✓	✓	✓	✓	✓
6. EXTENSIVE READING	Building the love and culture of reading	✓	✓	✓	✓	✓	✓

## 2.0 PEDAGOGY AND ASSESSMENT

### 2.1 CREATIVE AND LEARNING-CENTERED PEDAGOGIES FOR TEACHING ENGLISH LANGUAGE SKILLS

#### THE COMPONENTS OF READING SKILL

**a. Phonological Awareness** (the ability to identify and manipulate words, syllables, and sounds in spoken language). Games and tongue twisters can be used to develop this skill. e.g. Sound Ball Game.

1. The teacher calls out the target sound, shows the letter, and says a word that has the sound.
2. The teacher tosses a ball to a child.
3. The child catches the ball, and calls out the target sound and throws the ball to another child.
4. When the child catches the ball, s/he mentions the sound and an appropriate word and throws the ball to another child. This continues till every child has had a turn.

**To add a little more challenge:** You can create a rule that the same word cannot be repeated.

**b. PHONICS** is associating letters with sounds and using those associations to decode words (Alphabetic Principle: Understanding that words are made up of letters and letters make sounds). Phonics skills can be developed through games.

e.g. Blending games:

#### Cover Up

1. Write a word on the board.
2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.
3. Do this until the sounds of all the individual letters have been made by pupils.
4. Run your finger under the word for pupils to blend the sounds to read the word such as blending games:

#### Pupil Blending

1. Choose two or more pupils in the class. Give each a letter card (that makes up the word).
2. Ask the one with the first letter to go to your right-hand side and the other to your left-hand side. They should be as far away from each other as possible.

3. Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his/her letter out loud (for example, one says 'aaa' and the other says "ssss").
4. When the pupils meet, ask them to sound out the letter on their cards one after the other in order to form a word.

A	S	as
---	---	----

Then, ask them to repeat the blended sound together.

### Onset and Rime Game

1. Write onsets and rime of words ( e.g. ink words) on cards.
2. Mix the cards up and place them on a table or in a bowl in front of the class.
3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside.

Example

s	ink	Sink
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Note: Pupils can be put in teams to play the game. The team that is able to read and write more words becomes the winner.

**“Onset”** is the initial phonological unit of any word (e.g. c in cat)

**“Rime”** refers to the string of letters that follow, usually a vowel and final consonants (e.g. at in cat). Not all words have onsets. Teaching children about onset and rime helps them recognise common chunks within words. This can help them decode new words when reading and spell words when writing.

**c. Vocabulary** is the ability to read, understand, and determine the meaning of words from context.

### Games e.g. back to the board.

1. Send a pupil to sit in the front of the class with his or her back to the board.
2. Write a word on the board which everybody can see. The class must then define the word, describe it, give examples of what it is – without saying the actual word itself. The pupil with the back to the board must guess it.

For example, you write the word **“concrete”** on the board and the class may say things like:

It is something we build houses with.

It is made with sand

and cement. It dries

quickly. It is usually

grey.

You can shape it easily, etc.

Note: You can make this a competition by dividing the class into 2 or more teams and by giving strict time limits.

Other vocabulary strategies include:

1. Word mapping – Learning a word’s definition, synonyms, antonyms, and/or image to create a mental “map” of the word.

2. Word sorting – Putting words in different categories. Fruits Vegetables

Fruits	Vegetables
Apple	Broccoli
Banana	Carrot
Mango	Pepper
Papaya	Cabbage
Orange	Onion

- Relationships or gradients – Organizing a set of words in a logical sequence.

e.g. gigantic, huge, large, average, small, tiny

- Use pictures or objects – Use a picture or an object to help learners guess the meanings of unfamiliar words.

- Word Wall– A dedicated place where new words are posted on the classroom wall.

- Gestures, movements, exaggerated facial expressions– Demonstrate the meaning of a word using your body.

- Context clues – Encourage learners to use clues from a sentence or context of the word to determine its meaning.

**d. Comprehension** is the ability to understand, draw meaning from, and extend thinking based on a text. Strategies to develop comprehension skills include:

- **Prediction** – using knowledge and experiences, illustrations, bolded words, title etc. to guess what a text is about
- **Activating background Knowledge**
- **Visualization** – forming a mental image about a text.
- **Think Aloud** – verbalizing your thoughts about a text as a way of processing and sharing.
- **Analysis** – being able to identify the different elements of a text such as **time and place, events, the problem, the solution, and the message.**
- **Summary** – being able to identify the main elements of a text and synthesize them in their own words.
- **Questioning – Lateral, inferential & critical questions, e.g. using KWL.**

### How to Use the Prediction Sheets

This form is meant to help pupils develop analytical minds. They are supposed to predict what a lesson, especially reading lesson, is about before going through the lesson. They give reasons for their predictions to prevent them from making baseless guesses.

The first column is for stating the date and topic of the lesson. The second column is where the pupil writes a prediction and briefly states his/her reason in the last column. After the lesson, pupils should be given opportunity to state whether their predictions came through or not. The sheet can be used for both individual and teamworks.

- **KWL SHEET**

What you already <b>KNOW</b>	What you <b>WANT</b> to know	What you have <b>LEARNT</b>
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- i. **Fluency** is the ability to read at good pace, with accuracy and expression and intonation.
1. Tracking
  2. Choral reading
  3. Repeated reading in pairs
  4. Reading backward

**Writing** is the process of translating ideas into print. Strategies used to develop writing skills include:

## • **Look-Say-Cover-Write-Check Game**

1. This is a spelling game.
2. Words are written on flashcards.
3. The words are shown to the pupils to observe for some time.
4. Later, the teacher removes the word and the pupils write the word from memory.
5. The teacher brings back the flashcards with the word for pupils to check and see whether they had the word right or wrong.

**Look** – Teacher shows flashcard with a word. Pupils look at the word.

**Cover** – Teacher removes the word (i.e. the flashcard).

**Write** – Pupils write the word from memory.

**Check** – Teacher shows the word again. Pupils check what they have written to see whether they got the spelling right or wrong.

### **Variation:**

1. Put word cards on the table/floor/in a bowl.
2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.
3. S/he then picks the card and shows it to the class.
4. The class checks to see if the pupil's word is correct.
5. The pupil with the correct number of words wins the game.

### **General Sequence of Teaching Sounds**

Area	Instructional Strategy
Phonics – Sequence of Teaching Sounds	<ul style="list-style-type: none"><li>• Review the sound/s already learnt using lots of practice activities;</li><li>• Introduce the new sound/s (one after the other) through 3 stages (Hear It and Say It, See It and Say It, Say It and Write It).</li><li>• Give learners lots of opportunity to recognize the sounds in different environments through practice activities;</li><li>• Guide learners to identify upper and lower case letters and match them with their counterparts on the alphabet chart;</li><li>• Teach blending of the sounds learnt so far;</li><li>• Teach writing of the sounds.</li></ul>

Area	Instructional Strategy
The 3 Stages of Sound Introduction	<ul style="list-style-type: none"> <li>• Hear it and say it</li> <li>• Let learners hear you say the sound 2-3 times;</li> <li>• Invite learners to say the sound after you;</li> <li>• See it and Say</li> <li>• Show the letter card to learners and say the sound</li> <li>• Have learners say the sound after you as you point to it.</li> <li>• Say it and Write It</li> <li>• Say the sound and lead learners through writing activities.</li> </ul>
Teaching Blending	<ul style="list-style-type: none"> <li>• Put a VC word on the board e.g. as on the board;</li> <li>• Ask learners to mention each sound as you put your finger under it;</li> <li>• Increase the speed and let learners continue to say the sound;</li> <li>• Let learners listen to you as you make the sounds and blend them together ;</li> <li>• Invite learners to join you in the process;</li> <li>• Blend other VC words in the same way and ask learners to do same.</li> </ul>
Area	Instructional Strategy
Teaching consonant blends	<ul style="list-style-type: none"> <li>• Review the individual sounds learnt and let learners give examples of words containing such sounds.</li> <li>• Write a consonant blend (e.g. bl) on the board and explain to learners that sometimes two or more consonant sounds can come together in a word without a vowel sound in between them.</li> <li>• Model the blend to learners two or three times and have them say it using the tapping out activity.</li> <li>• Say a word that contains the blend stressing the blended part. Have learners listen and repeat the word after you.</li> </ul>



<p>Alternative method for teaching consonant blends- cover and read</p>	<ul style="list-style-type: none"> <li>• Review CVC words (e.g. top).</li> <li>• Put a CCVC word on the board and cover the first letter e.g. stop.</li> <li>• Get learners to read the rest of the word.</li> <li>• Uncover the first letter and have learners to read the whole word (stop).</li> <li>• Follow the same steps to get learners to read words with consonant clusters at the final position (e.g. jump )but cover the final letter instead of the first one ( jump).</li> </ul>
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## SOUND CHART

Know the sounds of the letters

- A = /a/ as in Ama, apple, ananse, ant
- B = /b/ as in Ben, bag, bad. big, bet, bell
- C = /k/ as in Cat , can, card, cut, cord
- D = /d/ as in Dan, dad, dark, dig, doll, dull
- E = /e/ as in egg, elephant, Evelyn, edit, ebb
- F = /f/ as in fat, fan, fill, feet, full
- G = /g/ as in get, gari, gun, give, gain
- H = /h/ as in hat, hurry, hen, hang, hand, home
- I = /i/ as in ill, if, in, is, it, ink, imply
- J = /dʒ/ as in Jane, jet, Jerry, jump, judge
- K = /k/ as in kill, Kate, Ken, keep, king, key
- L = /l/ as in leg, Lena, let, girl, lab, lame
- M = /m/ as in men, am, mm, hmm, man
- N = /n/ as in an, net, nanny, nail, nap, neat
- O = /ɔ/ as in odd, on, orange, object, obvious
- P = /p/ as in pat, pan, pad, pain, pail, paint, pal

- Q = /kw/ as in quit, queen, quack, quick, qualify
- R = /r/ as in ran, rat, rail, rake, rabbit, race
- S = /s/ as in set, sit, sin, sack, stress, sad, save
- T = /t/ as in at, ten, tip, tin, table, tail, talk, tab
- U = /ʌ/ as in up, umbrella, hut, under, but, upset
- V = /v/ as in vat, van, Vic, vet, vacation, vain, value
- W = /w/ as in win, will, week, wet, wall, wade
- X = /ks/ as in fox, box,
- Y = /y/ as in yes, yam, yet, yahoo, yoke yoghurt
- Z = /z/ as in zip, zag, zig, zed, zap, zeal, zebra
- NB//: Where the letter has more than one sound, only one should be treated initially and the rest later :

**Two vowels or two consonants can come together to form a sound as in the following:**

- /ai/ as in pain, bail, aim, fail, nail, wail
- /oa/ as in goat, coat, oat, boat, load
- /ie/ as in tie, die, lie, pie, diet, tied
- or = /ɔ:/ as in fork, corn, born, fork, horn
- ng = /ŋ/ as in ring, sing, wing, king, long
- oo = /ʊ/ as in book, look, good, cook, foot
- oo = /u:/ as in moon, soon, food, fool, stool
- /ou/ as in house, spouse, bounce, cloud, flout,
- ch = /tʃ/ as in check, chill, chop, church, watch, catch
- th = /ð/ as in the, that, this, these, those
- th = /θ/ as in think, thing, thought, both,

- sh = /ʃ/ as in she, ship, short, sheet, shirt, shine
- oi = /ɔi/ as in boil, toil, join, foil, loin, exploit
- ue = /u/ as in rescue, cue, argue
- er = /ɜ:/ as in her, term, herb, stern, fern, germ, Mercy
- ar = /ɑ:/ as in arm, car, park, art, start, harm, hark
- ph = /f/ as in phone, photo, pharmacy, Philomena

## **STAGES OF THE PRIMARY SCHOOL GRAMMAR LESSON**

### **REVISION**

During the revision stage, the learners knowledge and experience related to the new topic is recalled and linked to the new topic or structure. This gives the pupil a foundation to build on. It, thus, makes it easier for the new language to be mastered.

### **INTRODUCTION**

At this stage, the pupil is presented with ample opportunity to the new topic/ structure. The pupil, thus, has model to follow.

### **PRACTICE**

This is the stage of the lesson when the learner has practice. The practice takes the form of various kinds of language drills and response to appropriate situations to develop accuracy and fluency in use of the target structure.

### **EXERCISE**

This stage is for evaluation/assessment. Learners may be assigned to do exercises for assessment. The exercises are mainly written.

## **THE WRITING PROCESS**

### **PLANNING**

The planning stage is the stage where, among others, the pupil is guided to organize his/her thoughts to identify the main content of the composition.

### **DRAFTING**

At the drafting stage, an outline of the composition is developed using the points identified at the previous stage (Planning).

## **REVISING**

During revision, the learner reads through the composition to effect any major changes regarding the content, the language and organization of the piece.

## **EDITING**

Editing involves going through the composition once more to identify and correct minor errors such as wrong choice of words, bad spelling and wrong tense.

## **PUBLISHING**

Publishing is the final stage of the process when the finished work is delivered.

## **2.2 Formative Assessment in English Language Lessons**

Formative assessment in English Language lessons provides opportunities for learners to:

- use a combination of their intelligences and choose how they will present their knowledge and skills (e.g. writing stories with the support of illustrations, singing,
- present survey findings in tables or graphs, drawing pictures or making models to express their imaginative ideas, acting out stories or plays,
- design questionnaires and interviewing people to obtain information, designing puzzles and riddles for the whole class to solve) so that they can develop enjoyment in and commitment to learning.

Examples of this form of assessment are self-assessment and peer assessment.

It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment for learning: It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Examples of Assessments for learning used in English Language lessons include the following:

1. **Projects**
2. **Homework**

3. **Shared Writing and Process Writing**
4. **Learning Tasks and Activities**
5. **Conferencing**
6. **Oral Presentations**
7. **Portfolios**

### **Homework**

When marking learners' written homework or assessing their oral homework, teachers gain information on learners' strengths, weaknesses and progress in learning English. For example, learners who make spelling mistakes may be confused over a few letter sounds. Learners who do not articulate the final consonant sounds need to be reminded of the importance of these sounds in making differences in meaning in English. Teachers may use such information for providing timely and quality feedback to their learners, so that they understand how to improve their learning.

### **Oral Presentations**

Oral presentations provide opportunities for learners to use language for purposeful communication. They help teachers collect evidence about learners' progress in areas such as communication skills, speaking skills and critical thinking skills. Oral presentations are the products of tasks which learners have been engaged in. For example, learners are asked to collect and present information about familiar topics such as their classmates' or family members' favourite food, and then to present the information collected orally. Through using an evaluation checklist, the teacher can assess learners' performance and give them feedback for improvement. Other learners can also be asked to comment on their classmates' performance based on the criteria listed in the checklist.

### **Conferencing**

Conferencing involves a discussion between a teacher and an individual learner or small group of learners. During conferencing, teachers ask open questions that encourage discussions and give learners ample opportunities to express their views. It also provides opportunities for teachers to identify pupils' learning needs, monitor and discuss learning progress, and give feedback. Conferencing may have different objectives in the primary English classroom. For example, reading conferences are conducted to collect evidence of learners' progress in reading. In reading conferences, learners may be asked to read books of their own choice aloud or silently and in the process teachers can observe their reading behaviour and use of strategies. Teachers can then ask questions to check learners' response to the books, their general reading interests and their difficulties. They can help learners develop positive attitudes towards reading, discover their reading

preferences, monitor progress and identify what to read next.

### **Learning Tasks and Activities**

When taking part in well-designed learning tasks, learners demonstrate their progress towards the performance indicators. Such tasks may include show-and-tell, games, presentations, group discussions and dramatisation. In these tasks, teachers need to conduct appropriate pre-, while- and post-task activities along with other supporting language activities where learners are encouraged to actively engage in constructing and applying knowledge in order to complete the task satisfactorily. It is not always necessary to record learners' performance formally, but the evidence of learning collected forms the basis of feedback to promote further learning.

### **Shared Writing and Process Writing**

Writing is considered a challenging task to the majority of learners in primary schools. Shared writing and process writing are two effective approaches that help learners develop skills and confidence in writing. They also provide opportunities for teachers to observe learners' performance, ask effective questions and give quality feedback. In shared writing, the whole class and the teacher compose a text collaboratively. There is less pressure on the learners as the teacher takes the class through the different stages of writing, making use of the opportunity to identify learners' needs and provide timely and appropriate feedback to enhance their development of writing skills.

Shared writing can be followed by process writing. In process writing, learners experience that well thought-out writing involves the recursive stages of planning (i.e. brainstorming, researching, outlining), drafting (i.e. writing, rewriting, revising) and finalising (i.e. editing). At appropriate stages of the writing process, the teacher can give feedback on learners' drafts. With adequate preparation, learners can also be asked to provide feedback on their own drafts or those of their classmates. Based on the feedback, learners can improve their drafts with suitable revisions. Initial feedback can focus on ideas, organisation and text type requirements. Thereafter, feedback can be given on language (grammar and mechanics) and style.

### **Projects**

Projects provide suitable contexts for carrying out assessment for learning. Teachers should assess the process involved in carrying out the project as well as the product when evaluating learners' performance on projects. They can do so through a variety of means, such as observation, conferencing and looking at a learner's drafts in the writing process. Continuous feedback should be given with the aim of stimulating learners' critical reflection and helping them improve

their learning. Areas to be considered in assessing projects should include the content, organisation and language use in the final product of the project. Learners' application of generic skills such as collaboration skills, critical thinking skills, creativity, and attitudes in the process of the project should also be assessed.

### **Portfolios**

A portfolio is a collection of a learner's work that demonstrates progress in the development of knowledge, skills, values and attitudes in a given area. Portfolios provide useful information and invaluable evidence for teachers to keep track of what learners know and can do in the area being assessed in order to carry out assessment for learning. Samples of the learner's oral or written work such as recordings of oral presentations and writing tasks can be included in a portfolio. A good portfolio is characterised by clear learning intentions, learner's involvement in choosing what goes into the portfolio and the use of success criteria to define quality performance. It provides a basis for communication between learners, teachers and parents, and self-reflection through which learners share what they think and feel about themselves and their work.

### **Self-Assessment**

Learners have an important role to play in assessment. Teachers should help learners develop the necessary skills to assess and monitor their own progress, so that they develop responsibility and ownership for their learning. Self-assessment has the advantages of enhancing intrinsic motivation for learning, and helping pupils learn how to learn. Techniques for self-assessment include: Editing and proofreading. Learners can read through their own writing and try to correct their own mistakes.

Learners can also assess their own performance through the use of checklists or self-assessment forms.

Additionally, learners can fill in a questionnaire to provide information about their learning, e.g. preferences for books and classroom language learning activities, evaluation about what they have learnt or read, and what they need to further work on or improve.

### **Peer Assessment**

Peer assessment is a valuable mode of assessment. In the process of peer assessment, learners are encouraged to give feedback on each other's work or performance. Peer assessment can also be conducted through the use of questionnaires or checklists. This kind of assessment enhances interaction among learners and enables them to have a better understanding of each other's points of view.

## Sample Assessment Tasks

Content Standard	Indicator	Assessment for learning  (Oral Presentation in the learning process)	Assessment as learning  (Peer Assessment in the lesson process)	Assessment of learning  (independent test –end of term or year or mid-term test)
B3.1.10.1: Plan and present information and ideas for a variety of purposes	B3.1.10.1: Present ideas logically	Ask learners to collect information about familiar topics such as their classmates, family members, favourite food etc., and present the information orally.  Note: Provide appropriate questions to guide learners collect information about the topic.	Learners comment on one another's presentation/ work (using a checklist generated by the teacher and learners – see table below)	Ask learners to present oral information about familiar topics.

## Sample Peer Assessment Form (Oral Presentation)

<b>Circle the right number: 3 means better work, 2 means good work, 1 means needs improvement</b>			
Did my classmate speak clearly and loudly?	<b>1</b>	<b>2</b>	<b>3</b>
Did my classmate look at us most of the time?	<b>1</b>	<b>2</b>	<b>3</b>
Did my class mate talk about?(the topic, e.g. my friend, my favourite food)	<b>1</b>	<b>2</b>	<b>3</b>
Do I like my classmate's presentation?	<b>1</b>	<b>2</b>	<b>3</b>
Etc.	<b>1</b>	<b>2</b>	<b>3</b>

NOTE: Teachers and learners should agree on areas/criteria for the assessment sheet/form.



**In the following example, different assessment tasks have been developed under a single indicator from the English Language Curriculum.**

**Content Standard: B2.2.7.2:** Use knowledge, skills and techniques understand, interpret and appreciate a variety of literary texts.

**Indicators: B2.2.7.2. 4.** Read level-appropriate texts with little support.

B2.2.7.2.5. Use visualisation strategy when reading to enhance understanding of level-appropriate texts.

### Mary and her Family



My name is Mary and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in a village far away from the city. We think that life in the village is wonderful because we are away from the noise and pollution of the city. We often walk for about one-half hours and then return to our home. I always take my bus after our walk at about 8:30a.m. and arrive at school at 9:00 a.m.

My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats.

On the weekend we wake up early and go for a hike on the mountain.

It is so nice to smell the fresh air and see the wild animals.

We stay there for about three hours and bring our lunch with us.

As you can see my family loves nature.

1. ANSWER THESE QUESTIONS	2. ANSWER TRUE OR FALSE
1. What does Mary love to do? .....	1. Mary is a vet. (t) ..... (f).....
2. Who does she walk with? .....	2. Mary does not like the mountain. (t) ..... (f).....
3. Where does she live? .....	3. Mary lives in the city. (t) ..... (f).....
4. How long does she walk? .....	4. Her father is a farmer. (t) ..... (f).....
5. What time does she arrive at school? .....	5. They seldom walk on the mountain. (t) ..... (f).....
6. Where does her father work? .....	
7. What do they do on the weekend? .....	
8. How many people are in Mary's family? .....	

3. Fill in the gap with the right tense of the verb.

Mary\_\_\_\_\_ (like) to walk on the mountain. During the week she\_\_\_\_\_ (wakeup) early and\_\_\_\_\_ (go) for a small walk.

She usually\_\_\_\_\_ (go) with her father and brother. She\_\_\_\_\_ (like) to get some fresh air.

She\_\_\_\_\_ (live) in the city.

She always\_\_\_\_\_ (take) the bus at 8:30.a.m. and\_\_\_\_\_ (arrive) at school at 9:00a.m.

Her father\_\_\_\_\_ (take) his car and\_\_\_\_\_ (go) to town to work.

He\_\_\_\_\_ (work) at a clinic .He\_\_\_\_\_ (love) animals.

They\_\_\_\_\_ (like) to go to the mountain on the weekend and\_\_\_\_\_ (see) the animals.

Mary\_\_\_\_\_ (stay) there for about three hours with her family. Mary's family \_\_\_\_\_ (love) nature.

## 2.3 Teaching and Learning Resources Used In English Language Lessons

### Activity 1: Read the text below and discuss it with your partner.

Teaching and Learning Materials (TLMs) refer to any kind of materials used in your teaching, including chalk, blackboard, paper, pens, books, bottle tops, everyday objects, technology of any kind, and much, much more—even the natural or built-up environment, as well as our own body.

There are some closely related terms that draw out different aspects. For example, the term “learning aid” is very similar to a TLM. The term resource-based learning is sometimes used for learning with TLMs. “Manipulatives” refer to TLMs that can be handled or made by students, such as plastic bottles, beads, sticks, and objects made by folding paper. The term “Open Educational Resources” (OER) refers to a particular type of TLMs, namely those that are “open” – freely available for use and distribution.

### Activity 2: Make a list of learning resources you use in your classroom, and answer the questionnaire below:

#### Questionnaire on Classroom Resourcefulness

Question	Yes	No
1. Do these resources encourage learners to think and ask question about what they are learning?		
2. Do they bridge the gap between the classroom and the ‘real world’?		
3. Do they allow for individual differences, giving certain learners the opportunity to work on tasks that suit them?		
4. Do they allow community members to share their knowledge, skills and life experience with learners?		
5. Do they develop in your learners the skill of observing accurately, collecting data, and writing up their own observation?		
6. Do they promote an awareness that the earth resources are scarce and should be carefully used and re-used?		
7. Do they encourage the development of hands-on, practical skills?		
8. Can the resources be used for different learning areas at different times, across the curriculum?		
9. Do they promote interactive collaborative group work?		
10. Do learners enjoy working with the resources?		

### **Activity 3:**

Answer the following questions:

1. How resourceful is your classroom?
2. What could you do to make your classroom more resourceful?
3. What sort of resources/TLMs promote interactive, collaborative group work?
4. Is it important for TLMs to bridge the gap between the 'real world' and the classroom. Why?

- Many of the questions are about how your TLMs enhance learning/improve learning outcomes. What other questions could you ask in order to fully appraise your TLMs in terms of their ability to enhance learning/improve learning outcomes? Add your ideas to the questions.

## **3.0 SCHEME OF LEARNING FOR ENGLISH LANGUAGE**

### **3.1 Process of Writing Scheme of Learning for English Language**

The new Scheme of Learning for English Language outlines the sub-strands to be covered in each term, and the content standards learners should be able to master with respect to each of the sub-strands. The curriculum contains strands, sub-strands, content standards, indicators and exemplars. In each grade's or class' curriculum there are five strands. Each grade's curriculum is also allotted 10 periods a week. This gives the teacher the opportunity to teach at least one sub strand of each of the five strands in a week. To prepare the scheme of work to guide your lesson planning and teaching do the following:

- Count the number of indicators in each sub-strand and divide it by the three terms.
- A sub-strand can be taught in one, two or more lessons, depending on the number of indicators. In calculating the number of sub strands in a strand, consider the number of times or weeks each sub-strand can be taught as lessons.
- An aspect of each strand must be taught in each week for 12 weeks in a term and 36 weeks in a year – 3 terms cumulative.

- When you have done that, fix it to a table showing the sequence of week and term for each sub strand. (See Table 1: Yearly Scheme of Learning)
- Next, populate another table that should contain the following:  
a list of strands, sub-strands, reference numbers of content standard(s) and a cluster of associated indicators (See table 2).

Note: Teachers are encouraged to provide the opportunity for learners to develop their phonics, vocabulary and presentation skills in every lesson. For instance, a five-minute phonics (decoding and blending) activity can be done in a reading comprehension or vocabulary lesson. Also, learners can be asked to do a presentation as a post- oral, post-writing or post-reading activity.

### **SAMPLE YEARLY SCHEME OF LEARNING**

<b>Week</b>	<b>Term 1 (List term 1 Sub-Strands)</b>	<b>Term 2 (List term 2 Sub-Strands)</b>	<b>Term 3 (List term 3 Sub-Strands)</b>
1	Songs  Phonics  Penmanship  Using Capitalisation  Build the love and culture of reading	Conversation – Talking About Oneself, etc.  Vocabulary  Writing as a process  Using qualifying words: adjectives  Build the love and culture of reading	Story telling  Comprehension  Descriptive Writing  Using simple, compound and complex sentences  Build the love and culture of reading
2	Rhymes  Phonics/ comprehension  Penmanship  Using Capitalisation  Build the love and culture of reading	Conversation – Talking About Oneself, Etc.  Vocabulary/ comprehension  Writing as a process  Using qualifying words: adjectives  Build the love and culture of reading	Story telling/Asking and answering questions  Phonics and Comprehension  Persuasive/Argument.  Using simple, compound and complex sentences  Build the love and culture of reading

3	<p>Story telling</p> <p>Phonics/ comprehension</p> <p>Writing letter-small</p> <p>Using Capitalisation</p> <p>Build the love and culture of reading</p>	<p>Listening comprehension/ Phonics/Vocabulary</p> <p>Writing as a process</p> <p>Using qualifying words: adjectives</p> <p>Build the love and culture of reading</p>	<p>Giving and Following Commands/ Instructions/directions and making and responding to requests</p> <p>Fluency/comprehension</p> <p>Persuasive/Argument.</p> <p>Using simple, compound and complex sentences</p> <p>Build the love and culture of reading</p>
4	<p>Presentation</p> <p>Phonics/vocabulary</p> <p>Writing letter-small</p> <p>Using Punctuation</p> <p>Build the love and culture of reading</p>	<p>Conversation - Talking About Oneself,</p> <p>Vocabulary/ comprehension</p> <p>Writing as a process</p> <p>Using qualifying words: adjectives</p> <p>Build the love and culture of reading</p>	<p>Conversation- Talking About Oneself,</p> <p>Fluency/comprehension</p> <p>Writing as a process</p> <p>Using simple, compound and complex sentences</p> <p>Build the love and culture of reading</p>
5	<p>Storytelling/listening comprehension</p> <p>Phonics/ comprehension</p> <p>Labeling</p> <p>Using Punctuation</p> <p>Build the love and culture of reading</p>	<p>Listening Comprehension</p> <p>Vocabulary</p> <p>Writing as a process</p> <p>Using qualifying words: adverbs</p> <p>Build the love and culture of reading</p>	<p>Presentation</p> <p>Fluency/comprehension</p> <p>Writing as a process</p> <p>Spelling</p> <p>Build the love and culture of reading</p>

6	<p>Story telling/Asking and answering questions</p> <p>Fluency/ comprehension</p> <p>Labeling</p> <p>Using Punctuation</p> <p>Build the love and culture of reading</p>	<p>Listening Comprehension</p> <p>Vocabulary</p> <p>Writing as a process</p> <p>Using qualifying words: adverbs</p> <p>Build the love and culture of reading</p>	<p>Presentation</p> <p>Phonics/ comprehension</p> <p>Writing as a process</p> <p>Spelling</p> <p>Build the love and culture of reading</p>
7	<p>Dramatization &amp; Role play</p> <p>Word families/ Vocabulary</p> <p>Writing Simple Words</p> <p>Using Punctuation</p> <p>Build the love and culture of reading</p>	<p>Listening Comprehension</p> <p>Fluency/Comprehension</p> <p>Narrative writing</p> <p>Using qualifying words: adverbs</p> <p>Build the love and culture of reading</p>	<p>Giving and Following Commands/ instructions/directions and making and responding to requests</p> <p>Writing as a process</p> <p>Spelling</p> <p>Build the love and culture of the reading</p>
8	<p>Listening comprehension/ Asking and answering questions</p> <p>Word families</p> <p>Writing Simple Words</p> <p>Build the love and culture of reading</p> <p>Using Punctuation</p>	<p>Conversation – Talking About Oneself, Etc</p> <p>Fluency/Comprehension</p> <p>Narrative writing</p> <p>Using simple preposition</p> <p>Build the love and culture of reading</p>	<p>Listening Comprehension/ Asking and Answering Questions</p> <p>Phonics</p> <p>Narrative writing</p> <p>Spelling</p> <p>Build the love and culture of reading</p>

9	<p>Presentation</p> <p>Diphthongs/ comprehension</p> <p>Writing Simple Words Using Action Words/ Verbs</p> <p>Build the love and culture of reading</p>	<p>Asking And Answering Questions</p> <p>Comprehension</p> <p>Narrative writing</p> <p>Using simple preposition</p> <p>Build the love and culture of the reading</p>	<p>Conversation- Talking About Oneself, Etc.</p> <p>Phonics</p> <p>Narrative writing</p> <p>Spelling</p> <p>Build the love and culture of reading</p>
10	<p>Conversation - Talking About Oneself, Etc.</p> <p>Diphthongs/ comprehension</p> <p>Writing Simple Words</p> <p>Using Action Words/Verbs</p> <p>Build the love and culture of reading</p>	<p>Asking And Answering Questions</p> <p>Vocabulary/ Comprehension</p> <p>Descriptive Writing</p> <p>Using simple preposition</p> <p>Build the love and culture of reading</p>	<p>Conversation - Talking About Oneself, Etc.</p> <p>Blends &amp; consonant Clusters/</p> <p>Comprehension</p> <p>Narrative writing</p> <p>Using Action Words/Verbs</p> <p>Build the love and culture of reading</p>
11	<p>Giving and Following Commands/ instructions/directions and making and responding to requests</p> <p>Blends &amp;consonant Clusters</p> <p>Guided Composition</p> <p>Using Action Words/ Verbs</p> <p>Build the love and culture of reading</p>	<p>Giving and Following Commands/instructions directions and making and responding to requests</p> <p>Comprehension</p> <p>Descriptive Writing</p> <p>Using simple preposition</p> <p>Build the love and culture of reading</p>	<p>Conversation - Talking About Oneself, Etc.</p> <p>Comprehension</p> <p>Narrative writing Using Action Words/Verbs</p> <p>Build the love and culture of reading</p>



12	Talking About Oneself, Etc.  Blends & consonant Clusters  Guided Composition  Using Action Words/ Verbs  Build the love and culture of reading	Giving And Following Commands Comprehension  Descriptive Writing  Using simple preposition  Build the love and culture of reading	Conversation – Talking About Oneself, Etc.  Comprehension Narrative writing  Using Action Words/ Verbs  Build the love and culture of reading
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**Table 2: Suggested format for writing Scheme of Learning (SOL) for B3 Term 1**

<b>Week</b>	<b>STRAND</b>	<b>SUB-STRAND</b>	<b>CONTENT STANDARDS</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	Oral Language Reading Writing Using Writing Conventions/ Grammar Usage Extensive Reading	Songs  Phonics Penmanship Using Capital Build the love and culture of reading	B3.1.1.1:  B3.2.2.1 B3.4.2.1 B3.5.1.1  B3.6.1.1	B3.1.1.1  B3.2.2.1.1 B3.4.2.1.1 B3.5.1.1  B3.6.1.1.1	Letter cards Word cards, sentence cards, handwriting on a manila card and class library
2	Oral Language Reading Writing Using Writing Conventions/ Grammar Usage Extensive Reading	Rhymes  Phonics/ comprehension  Penmanship Using Capital  Build the love and culture of reading	B3.1.2.1  B3.2.2.1;  B3.2.7.1  B3.4.2.1 B3.5.1.1  B3.6.1.1	B3.1.2.1.1  B3.2.2.1.1; B3.2.7.1.1  B3.4.2.1.1 B3.5.1.1.1  B3.6.1.1.1	Word cards, sentence cards, letter cards sample handwriting on a manila card class library

3	Oral Language Reading Writing Using Writing Conventions /Grammar Usage Extensive Reading	Story telling Phonics/ comprehension Writing letter-small Using Capital Build the love and culture of reading	B3.1. 4.1 B3.2.2.1; B3.2.7.1 B3.3.3.1 B3.5.1.1 B3.6.1.1	B3.1. 4.1.1 B3.2.2.1.2; B3.2.7.1.2 B3.3.3.1.1 B3.5.1.1,2 B3.6.1.1.1	Word cards, sentence cards, sample sentences on manila card focusing on punctuations class library
4	Oral Language Reading Writing Using Writing Conventions /Grammar Usage Extensive Reading	Story telling Phonics/ vocabulary Writing letter-small Using Punctuation Build the love and culture of reading	B3.1. 4.1 B3.2.2.1; B3.2.6.1 B3.3.3.1 B3.5.2.1 B3.6.1.1	B3.1. 4.1.2 B3.2.2.1.2; ;B3.2.6.1.1 B3.3.3.1.1 B3.5.2.1.1 B3.6.1.1.1	Word cards, sentence cards, letter cards sample sentences on a manila card class library  sentences on manila card focusing on punctuations
5	Oral Language Reading Writing Using Writing Conventions/ Grammar Usage Extensive Reading	Story telling/listening comprehension Phonics/ comprehension Labeling Using Punctuation Build the love and culture of reading	B3.1.4.1; B3.1.7.1 B3.2.2.1; B3.2.7.1 B3.4.4.1 B3.5.2.1 B3.6.1.1	B3.1.4.1.2; B3.1.7.1.1 B3.2.2.1.3; B3.2.7.1.2 B3.4.4.1.1 B3.5.2.1.1 B3.6.1.1.1	Word cards, sentence cards, sample labelling on a manila card class library sentences on manila card focusing on punctuations

6	<p>Oral Language</p> <p>Reading Writing</p> <p>Writing Conventions /Grammar Usage</p> <p>Extensive Reading</p>	<p>Story telling/Asking and answering questions</p> <p>Fluency/ comprehension Labeling</p> <p>Using Punctuation</p> <p>Build the love and culture of reading</p>	<p>B3.1. 4.1; B3.1.8.1</p> <p>B3.2.9.1; B3.2.7.1 B3.4.4.1</p> <p>B3.5.2.1</p> <p>B3.6.1.1</p>	<p>B3.1.4.1.2; B3.1.8.1.1</p> <p>B3.2.9.1.1; B3.2.7.1.3 B3.4.4.1.1</p> <p>B3.5.2.1.2</p> <p>B3.6.1.1.1</p>	<p>Word cards, sentence cards, sample of two paragraph composition on a manila card class library</p>
7	<p>Oral Language</p> <p>Reading Writing</p> <p>Using Writing Conventions/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Dramatization Role play</p> <p>Word families Writing Simple Words</p> <p>Using Punctuation</p> <p>Build the love and culture of reading</p>	<p>B3.1.5.1 B3.2.3.1 B3.4.5.1</p> <p>B3.5.2.1</p> <p>B3.6.1.1</p>	<p>B3.1.5.1.1 B3.2.3.1.1 B3.4.5.1.1</p> <p>B3.5.2.1.3 B3.6.1.1.1</p>	<p>Word cards, sentence cards, sample composition on a manila card class library</p> <p>Sentences on manila card focusing on punctuations</p>
8	<p>Oral Language</p> <p>Reading Writing</p> <p>Using Writing Conventions/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Listening comprehension/ Asking and answering questions.</p> <p>Word families Writing Simple Words</p> <p>Using Punctuation</p> <p>Build the love and culture of the reading</p>	<p>B3.1.7.1 B3.1.8.1 B3.2.3.1 B3.4.5.1</p> <p>B3.5.2.1 B3.6.1.1</p>	<p>B3.1.7.1.1; B3.1.8.1.1 B3.2.3.1.2 B3.4.5.1.2</p> <p>B3.5.2.1.3 B3.6.1.1.1</p>	<p>Word cards, sentence cards, sample composition on a manila card class library</p> <p>Sentences on manila card focusing on punctuations</p>

9	<p>Oral Language Reading Writing</p> <p>Using Writing Conventions/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Presentation/ Conversation Talking About Oneself</p> <p>Diphthongs/ comprehension</p> <p>Writing Simple Words</p> <p>Using Action Words/Verbs</p> <p>Build the love and Culture of the reading</p>	<p>B3.1.6.1; B3.1.10.1 B3.2.4.1; B3.2.7.2</p> <p>B3.4.5.1 B3.5. 4.1 B3.6.1.1</p>	<p>B3.1.6.1.1; B3.1.10.1 B3.2.4.1.1; B3.2.7.2.1 B3.4.5.1.3 B3.5. 4.1.1 B3.6.1.1.1</p>	<p>Word cards, sentence cards, sample composition on a manila card class library</p>
10	<p>Oral Language Reading</p> <p>Writing Using Writing Conventions /Grammar Usage</p> <p>Extensive Reading</p>	<p>Conversation Talking About Oneself, Etc.</p> <p>Diphthongs/ comprehension</p> <p>Writing Simple Words</p> <p>Using Action Words/Verbs</p> <p>Build the love and culture of the reading</p>	<p>B3.1.6.1 B3.2.4.1; B3.2.7.2</p> <p>B3.4.5.1 B3.5. 4.1 B3.6.1.1</p>	<p>B3.1.6.1.2 B3.2.4.1.1; B3.2.7.2.1</p> <p>B3.4.5.1.4 B3.5. 4.1.2 B3.6.1.1.1</p>	<p>Word cards, sentence cards, sample composition on a manila card class library</p>
11	<p>Oral Language Reading</p> <p>Writing Using Writing Conventions/ Grammar Usage</p> <p>Extensive Reading</p>	<p>Giving and Following Commands/ instructions/ directions and making and responding to requests</p> <p>Blends &amp; consonant.</p> <p>Clusters</p> <p>Guided Composition</p> <p>Using Action Words/Verbs</p> <p>Build the love and culture of the reading</p>	<p>B3.1.9.1</p>	<p>B3.1.9.1.1</p>	<p>Word cards, sentence cards, sample composition on a manila card class library</p>

Oral Language Reading Writing Using Writing Conventions /Grammar Usage Extensive Reading	Talking About Oneself, Etc. Blends & Consonant Clusters Guided Composition Using Action Words/Verbs  Build the love and culture of thereading	B3.1.6.1 B3.2.5.1 B3.4. 8.1 B3.5. 4.1 B3.6.1.1	B3.1.6.1.4 B3.2.5.1.1 B3.4. 8.1.1 B3.5. 4.1.1 B3.6.1.1.1	Word cards, sentence cards, sample composition on a manila card class library
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## Weekly Lesson Plan Format

### SAMPLE WEEKLY LESSON PLAN for B3 ENGLISH LANGUAGE WEEK 1

Learning Indicator(s) (Ref. No.)	B3.1.2.1.1. B3.5.1.1.1. B3.6.1.1.1.  B3.2.6.1.3. B3.4.2.1.1.				
Performance indicators	Learners can identify and classify a literary work into the appropriate genre.  Learners can use words in meaningful sentences.  Learners can independently give a summary of short stories they have read.				
Week Ending					
Reference	English Curriculum page, 65, 79, 83,92, 98				
Teaching/Learning Materials	Flash cards on new vocabulary e.g. <table border="1" style="margin-left: 40px;"> <tr> <td>Downstairs</td> <td>Upstairs</td> </tr> <tr> <td>Chamber</td> <td>Goose</td> </tr> </table> A picture sequence on the poem 3. The poem written on A card board. Word cards and meaning cards Learners' text books Class library	Downstairs	Upstairs	Chamber	Goose
Downstairs	Upstairs				
Chamber	Goose				

<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning) 10 minutes</b>	<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<b>Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes</b>
<b>Monday</b>	Revise learners' RPK by asking them to recite a familiar rhyme.	<ol style="list-style-type: none"> <li>1. Teach new vocabulary by:</li> <li>2. Mount and teach the rhyme.</li> <li>3. Have learners write a parallel (similar) rhyme by changing some words in the original one.</li> </ol> <p>Assessment: Ask learners to write five words they have learnt. Each learners reads out their words to the class, and orally form a sentence with any one of the words.</p>	1. Invite learners to tell the class which part of the rhyme interests them most.
<b>Tuesday</b>	Have learners play a game or sing a song to review their RPK	<ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Assign them paragraphs and have them look for how often words such as: the, is, on, it, he, etc. occurred in the paragraph.</li> </ol>	Invite the class to tell you what they have learnt in the lesson, e.g. What have we learnt in this lesson?
		<ol style="list-style-type: none"> <li>3. Refer to these words as high frequency words</li> <li>4. Introduce some content words (nouns, verbs, adjectives or adverbs) and have learners form sentences with them.</li> <li>5. Write some of the sentences on the board</li> </ol>	High frequency words are needed to connect the words in a sentence.

		<p><b>6.</b> Assign the sentences to them and have them identify the high frequency words.</p> <p><b>7.</b> Ask each pair to delete one high frequency word from a sentence.</p> <p><b>8.</b> Let them discuss the effects of the deletion on the sentence.</p> <p><b>9.</b> Draw their attention to the fact that these words are needed to connect the other words in a sentence.</p> <p><b>10.</b> Assessment: Have learners form 3 sentences with the words.</p>	
<p><b>Wednesday</b></p>		<ol style="list-style-type: none"> <li>1. Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.</li> <li>2. Let learners practise copying a short paragraph legibly and correctly on the board.</li> </ol> <p>Assessment:</p> <p>Have learners copy short paragraphs from a book into their exercise books.</p>	<p>What have we learnt today?</p>

<p><b>Thursday</b></p>	<p>Ask learners to mention familiar names and their shortcuts.</p>	<ol style="list-style-type: none"> <li>1. Provide learners with sentences or texts containing initials and abbreviations for them to identify.</li> <li>2. Give texts having full names of people and organisations.</li> <li>3. Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations.</li> </ol>	<p>Ask learners to tell what they have learned and what they will like to learn in the next lesson.</p>
<p><b>Friday</b></p>	<p>Guide learners to choose and read independently books of their choice during the library period.</p>	<ol style="list-style-type: none"> <li>1. Using the Author's chair, introduce the reading/library time. <ul style="list-style-type: none"> <li>┆ Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>┆ Introduce narratives, expository, procedural texts to learners.</li> </ul> </li> </ol> <p>Assessment:</p> <ol style="list-style-type: none"> <li>2. Guide learners to select books for readings</li> </ol>	<ol style="list-style-type: none"> <li>5. Ask a learner to talk about how s/he feels about the Author's chair,</li> </ol>



### 3.6 SAMPLE LESSONS

#### Lesson 1

<b>Date: 20/03/2019 Period: 1</b>  <b>Duration: 30 Minutes</b>  <b>Class: B1 Class size: 40</b>		<b>Subject: English Language</b>  <b>Strand 2: Reading</b> <b>Sub strand 1: Pre-reading Activities</b>
<b>Content Standard:</b>  <b>B1.2.2. 1:</b> Connect sounds to letters; and blend sound/ syllables to read and write.	<b>Indicator: B1.2.2.1.4.</b> Blend sounds to produce simple syllables/words and blend syllables to produce words	<b>Lesson 1 of 3</b>
<b>Performance Indicator: Learners can read and write simple words independently</b>		<b>Core Competencies/Values: Communication and collaboration, Tolerance</b>
<b>Key words/expressions: blend, cover, sound, bin, cot</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b>  5 minutes	Play a sound ball game to review the letter sound.	TLMs/Resources  A Sound ball
<b>Phase 2: Main (new learning including assessment)</b>  20 minutes	Steps:  3. Write a two-letter word on the board (vowel- consonant word, e.g. 'as')  4. Cover the second letter and ask learners to make the sound of the letter which is not covered.  5. Now cover the first letter for learners to make the sound of the second letter.  6. Remove the cover and use your finger to point to the individual letters while learners make their sounds.	Letter cards, word cards

	<p>7. Say: Let us increase the speed and as you do so run your finger under the word for learners to blend the sounds to read the word.</p> <p>8. Continue blending other two-letter words in similar way. Initially maintain the same vowel while the consonants keep changing, e.g. an, at, am, ap, e.</p> <p>9. Change the vowel sound and repeat the procedure to blend. Other two-letter words, e.g. in, is, it, us, un, etc.</p> <p>10. Extend the learning by introducing consonant- vowel words, e.g. ba, ta, ma, etc. You can expand the words to three letter (but one syllable) words, e.g. bat, tan, mat, etc.</p>	
	<p>11. In pairs, have one learner make individual sounds of a word and the other blend them together to make one-syllable words: e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot).</p> <p>Assessment: Have learners play Pick and Read game. Have learners pick word cards, blend the sounds and read one syllable words. Then the two write the word on the board. Go round to support learners with difficulties.</p>	
<p><b>Phase 3: Plenary/ Reflections (Learner and teacher)</b> 5 minutes</p>	<p>1. Have learners say what they have learnt.</p> <p>2. Have learners say which part of the lesson they enjoy most.</p> <p><b>Independent Activity/Homework:</b> Write five of the words you have learnt today. Form one sentence with each word.</p>	

## Lesson 2

<b>Date:</b> <b>Period: 2</b> <b>Duration: 30 Minutes</b> <b>Class: B2</b> <b>Class size: 40</b>		<b>Subject: English Language</b> <b>Strand 2: Reading</b> <b>Sub strand 7: Comprehension</b>
<b>Content Standard: B2.2.7.2: Use knowledge, skills and techniques understand, interpret and appreciate a variety of literary texts.</b>	<b>Indicator: B2.2.7.2. 4. Read level-appropriate texts with little support.</b>  <b>B2.2.7.2. 5. Use visualisation strategy when reading to</b>	<b>Lesson 3 Of 3</b>
	<b>enhance understanding of level-appropriate texts.</b>	
<b>Performance Indicator:</b> Learners can read a <b>level-appropriate texts</b> with comprehension.		<b>Core Competencies/Values:</b> Personal Development and Leadership, Critical thinking, Communication and collaboration, Tolerance.
<b>Key words/expressions:</b> birds, nest, perch		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes	<ul style="list-style-type: none"> <li>Show a picture of a bird to learners to activate the background knowledge of learners. Have learners think-pair-share what they already know about the text). Write learners views in the <b>K</b> column of the <b>KWL</b> Chart.</li> </ul>	TLMs/Resources A picture of a bird, Word cards
<b>Phase 2 : Main (new learning including assessment)</b> 20 minutes	<b>Before Reading</b> <ul style="list-style-type: none"> <li>Put learners into small groups to share what they want to know about the text, and write them in the <b>W (What</b> the learners want to know) column of the <b>KWL</b> Chart.</li> <li>Teach the key words using pictures and gestures</li> </ul>	KWL Chart Information text about birds
	<b>During Reading</b> Have learners read the story in pairs and individually.	

	<ul style="list-style-type: none"> <li>• Ask while reading questions to enhance learners' understanding of the text. E.g. Ask questions to help learners form mental images (visualisation strategy) to enhance understanding.</li> </ul> <p><b>After Reading</b></p> <ul style="list-style-type: none"> <li>• End the lesson with after reading activities that help learners to organise their ideas, remember the story, use the information acquired from the text and relate it to their daily lives.</li> <li>• Have learners ask and answer questions to enhance their understanding of the text.</li> <li>• Ask learners to tell their partners what they have learned from the text. Learners share with the class what their friends have learnt about the text. Write learners' responses in the L (What learners have learnt) column of the <b>KWL</b> Chart.</li> </ul>	
	<p><b>Assessment:</b></p> <p>Ask learners to use the key words in simple sentences, and say what they have learnt from the text.</p>	
<p><b>Phase 3:</b> <b>Plenary/</b> <b>Reflections</b> <b>(Learner and</b> <b>teacher)</b></p> <p>5 minutes</p>	<p>Ask relevant questions to enable learners make connections with the text read.</p> <p><b>Independent Activity/Homework:</b></p> <p>Draw a bird and use the key words write at least three sentences about it.</p>	

### Lesson 3

<b>Date:</b> 20/03/2019 <b>Period:</b> 1 <b>Duration:</b> 30 Minutes <b>Class:</b> B3 <b>Class size:</b> 40		<b>Subject: English Language</b>  <b>Strand 1: oral Language</b> <b>Sub Strand 2: Rhyme</b>
<b>Content Standard:</b> B3.1.2.1: Appreciate a variety of literary pieces	<b>Indicator:</b> B3.1.2.1.1. Compose short rhymes and tongue-twisters and recite them.	<b>Lesson 2 of 3</b>
<b>Performance Indicator:</b> Learners can identify and classify a literary work into the appropriate genre.		<b>Core Competencies/Values:</b> Critical Thinking and Problem Solving  Creativity and Innovation Communication and Collaboration
<b>Key words/expressions:</b> Sprouting, budding, growing		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes	<ul style="list-style-type: none"> <li>Revise learners' RPK by asking them to recite a familiar rhyme.</li> <li>Show the pictures and allow pupils to talk about them</li> </ul>	TLMs/Resources Flash cards on new vocabulary e.g. 1. sprouting budding growing roses 2. A picture sequence on the poem 3. The poem written on A card board.
<b>Phase 2 : Main (new learning including assessment)</b> 20 minutes	From the discussion, let them predict the topic for the verse. Teach new vocabulary by: <ul style="list-style-type: none"> <li>First pronouncing words and pupils saying after you.</li> <li>Show the word on word card to learners and write it on the board.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Teach meaning of words by using demonstration, realia, real objects or pictures.</li> <li>• Mount the rhyme on the board or write it on the chalk board.</li> </ul> <p><b>Flower</b>  Beautiful, brilliant  Sprouting, budding, growing  Roses, roses, roses, roses  Blooming, smelling, waving  Colourful, lovely, blossom</p> <ul style="list-style-type: none"> <li>• Read through it three times while learners listen and observe you.</li> <li>• Have learners read lines of the rhyme with you. Ensure correct pronunciation of words.</li> <li>• Have learners recite the rhyme and make connections with it.</li> <li>• Recite the rhyme clapping/tapping its rhythm and invite learners to join you.</li> <li>• Put learners into groups and ask them to write a parallel (similar) rhyme by changing some words in the original one.</li> </ul> <p>Assessment:  Have learners write a parallel (similar) rhyme by changing some words in the original one.</p>	
<p><b>Phase 3:  Plenary/  Reflections  (Learner and  teacher)</b>  5 minutes</p>	<p>Invite few learners to tell the class which part of the rhyme interests them most.</p>	

## Lesson 4

<b>Date:</b> _____ <b>Period: 2</b> <b>Duration: 60 Minutes</b> <b>Class: B4</b> <b>Class size: 40</b>		<b>Subject: English Language</b> <b>Strand 4: Writing</b> <b>Sub Strand: 9: Writing as a Process</b>
<b>Content Standard:</b> <b>B4. 4.9.1:</b> Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing.	<b>Indicator: B4. 4.9.1.1</b> Select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing.	<b>Lesson 1</b>
<b>Performance Indicator:</b> Learners can generate ideas and organise them in a logical manner.		<b>Core Competencies/Values:</b> Critical Thinking and Problem Solving Creativity and Innovation, Communication and Collaboration Personal Development and Leadership Skills
<b>Key words/expressions: topic, arrange, ideas</b>		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes	Brainstorming <ul style="list-style-type: none"> <li>Show a picture of a problem in the learners' environment (a littered classroom). Lead learners with probing questions to express their 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> </ul>	TLMs/Resources Pictures of problems in the learners' environment
Phase 2 : Main (new learning including assessment) 40 minutes	Step 1: Take learners through the writing process: Step 2: Put learners in groups of four (4). Each member suggests a topic <b>on an</b>	Bottle tops straws, sticks, shells and any other material that can be used for counting in the environment.

	<p><b>issue in their immediate environment (e.g. classroom, school compound, etc.).</b> Each group discusses its topics and selects one. Each team presents their topic to the class and writes it on the board.</p> <p>Step 3: Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</p> <p>Step 4: Invite groups to present their work and have the whole class give feedback.</p>	
	<p>Step 5: Guide learners to use strategies such as brainstorming to help each generate ideas appropriate to the topic.</p>	
	<p><b>Assessment</b></p> <p>:</p> <p>Have individuals organise the ideas generated in a logical order.</p> <p>Invite learners to share their work with the class for feedback from their classmates.</p>	
<p><b>Phase 3:</b> <b>Plenary/</b> <b>Reflections</b> <b>(Learner and</b> <b>teacher)</b> 5 minutes</p>	<p><b>What have we learnt today?</b></p> <p><b>Independent Activity/Homework:</b></p> <p>Use your ideas to write one paragraph about the topic</p>	



## Lesson 5

<b>Date:</b> <b>Period: 2</b> <b>Duration: 30</b> <b>Minutes</b> <b>Class: B5</b> <b>Class size:</b> <b>40</b>		<b>Subject: English Language</b> <b>Strand 3: Grammar and Usage at Word and Phrase Levels</b> <b>Sub Strand 5: verbs</b>
<b>Content Standard: B5.3.5.1:</b> <b>Apply the knowledge of verbs in communication</b>	<b>Indicator:</b> <b>B5.3.5.1.2. Use appropriate subject-verb agreement</b>	<b>Lesson 1</b>
<b>Performance Indicator:</b> Learner s can construct simple sentences in which subjects agree with their verbs.	<b>Core Competencies/Values:</b> Problem Solving, Critical thinking, collaboration	
<b>Key words/expressions: swim, smile, subject-verb agreement</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning) 5 minutes</b>	<ul style="list-style-type: none"> <li>Review subjects and verbs in simple sentences.</li> <li>Write sentences on the board for learners to identify the SV elements in them. e.g.</li> </ul> <ol style="list-style-type: none"> <li><u>Ama</u> <u>gave</u> Kofi a pencil. S            V</li> <li>I <u>like</u> Serwa. s            V</li> <li><u>He</u> <u>Slapped</u> me yesterday. -            S            V</li> <li>I <u>hate</u> cats and dogs. s            V</li> </ol>	TLMs/Resources  Sentence cards, word card

<p><b>Phase 2 : Main (new learning including assessment)</b> 20 minutes</p>	<p>Step 1: Write the following sentences on the board and ask the learners which one is correct. Do ask for the reason why one is right or wrong: e.g. We like swimming. We likes swimming.</p>	
	<p>(Present Tense Subject – Verb Agreement)</p> <p>Step 2: Use examples to introduce and explain subject- verb agreement.</p> <p>a. <u>You</u> <u>have</u> a nice smile.</p> <p>b. <u>He</u> <u>has</u> a nice smile.</p> <p>Briefly explain the following: The verb must always agree with its subject: Single subject = single verb, plural subject = plural verb</p> <p>Step 2: Present sentences with missing verbs for learners (in pairs) to complete.</p> <p>Write the correct verb form in the followingsentences: I _____ (are, am) happy Rice _____ (taste, tastes) good with chicken.</p> <p>Step 3: Introduce drills e.g. a completion drill to give further practice (Past Tense Subject – Verb Agreement)</p> <p>Step 4: Repeat step 2 to introduce subject-verb agreement with the past tense</p>	

	<p>e.g.</p> <ol style="list-style-type: none"> <li>1. I was happy yesterday.</li> <li>2. He was wearing a blue shirt last night.</li> </ol> <p>Further practice</p> <p>Write the correct verb form in the following sentences:</p> <p>You_____ (was, were) on time in the meeting.</p> <p>It_____ (rain,rained) this morning.</p> <p>ASSESSMENT: Change the nouns and verbs in these sentences from singular to plural.</p> <p>E.g. the street is very crowded (singular noun and verb)</p>	
	<p>Answer: The streets are very crowded.</p> <p>The computer in the office upstairs has crashed. (Singular noun and verb)</p> <p>The car was parked along the road. (Singular noun and verb)</p> <p>Our neighbour is always so friendly and helpful. (Singular noun and verb)</p>	
	<p>Assessment:</p> <p>Have pairs of learners assess each other's work</p>	

<b>Phase 3: Plenary/ Reflections (Learner and teacher)</b> 5 minutes	What have we learnt today? <b>Independent Activity / Homework:</b> <b>Write the correct form of each verb so that it agrees with its subject.</b>  <b>1. The boys goes to school early.</b> <b>2. My mother love mangoes.</b>
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### Lesson 6

Date: 20/03/2019	Period: 1		Subject: English Language
Duration: 30 Minutes			Strand 2: Reading
Class: B6	Class size: 45		Sub strand 2: Phonics
Content Standard:		Indicator:	Lesson 2 of 3
B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write		B6.2.2.1.1. Read words with ending sounds like “sure” as in measure; “ture” as in creature and “tch” as in stretch	
Performance Indicator: Learners consciously pronounce consonant cluster words with ease.		Core Competencies/Values:	
		Critical Thinking and Problem Solving	
		Creativity and Innovation	
		Communication and Collaboration	
<b>Key words/expressions: picture, measure, pleasure, exposure, enclosure.</b>			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes	<ul style="list-style-type: none"> <li>Put pictures associated with words ending in sounds like “sure” on the board.</li> <li>Learners look at the picture carefully and mention the words associated with them.</li> </ul>		TLMs/Resources Picture
<b>Phase 2 : Main (new learning including assessment)</b> 20 minutes	Step 1: Use word games to introduce words with ending sounds like “sure” as in measure; “ture” as in creature and “tch” as in stretch.		Letter cards, word cards

	<p>Step 2: Guide learners to play the Pick and Read game to practise reading the target words.</p> <p>Step 3: Have groups write sentences with the target words and read out the sentences to the class.</p> <p>Step 4:</p> <p>Assessment:</p> <p>1. Dictate words with ending sounds like “sure” as in measure; “ture” as in creature and “tch” as in Stretch for learners to write.</p>	
<p><b>Phase 3:</b> <b>Plenary/</b> <b>Reflections</b> <b>(Learner and</b> <b>teacher)</b> 5 minutes</p>	<p>Have learners say what they have learnt.</p> <hr/> <p>Have learners say which part of the lesson they enjoy most. Independent</p> <p>Activity/Homework:</p> <p>Write five of the words you have learnt today. Form one sentence with each word.</p>	

## Sample Worksheets

### Worksheet 1

#### **B1.2.2.1.4. Blend sounds to produce simple syllables/words and blend syllables to produce words**

1. Blend the sounds together. What word do they make?

Jug	Cats		cot

2. Put the sounds in order to make a word.

Npe	pto	sotp	inb

3. Write five words you have learnt.

**Recite rhymes and tongue twisters with accompanying actions**

Big bugs, small bugs  
Big bugs, small bugs,  
Big bugs, small bugs,  
See them crawl, on the wall.  
Creepy, creepy, crawling,  
Never, never falling.  
Bugs, bugs, bugs,  
Bugs, bugs, bugs.

4. Which words rhyme with bug? Circle them.

Hug	cup	hat
-----	-----	-----

5. which word does not rhyme?

Small	wall	big
-------	------	-----

6. Draw and label a bug.

a. Draw a bird and write three sentences about it.

**Worksheet 2**

Indicators: B2.2.7.2. 4. Read level-appropriate texts with little support.

**Mary and her Family**

My name is Mary and this is what I normally do. I love to walk on the mountain. During the week I wake up early and go for a small walk on the mountain. I usually go with my father or my brother. We like to get some fresh air before we start our day. We live in the country far away from the city. We think that our country life is wonderful because we are away from the noise and pollution of the city.

We often walk for about one-half hours and then return to our home. I always take my bus after our walk at about 8:30 a.m. and arrive at at school at 9:00 a.m.

My father takes his car and goes to town to work. He works at a veterinary clinic. He is a vet and loves to help animals. We have 3 dogs and two cats. On the weekend we wake up early and go for a hike on the mountain. It is so nice to smell the fresh air and see the wild animals . We stay there for about three hours and bring our lunch with us. As you can see my family loves nature.



1. ANSWER THESE QUESTIONS	2. ANSWER TRUE OR FALSE
1. What does Mary love to do? .....	2. Mary is a vet. (t) ..... (f).....
2. Who does she walk with? .....	2. Mary does not like the mountain. (t) ..... (f).....
3. Where does she live? .....	3. Mary lives in the city. (t) ..... (f).....
4. How long does she walk? .....	4. Her father is a farmer. (t) ..... (f).....
5. What time does she arrive at school? .....	5. They seldom walk on the mountain. (t) ..... (f).....
6. Where does her father work? .....	
7. What do they do on the weekend? .....	
8. How many people are in Mary's family? .....	

3. Fill in the gap with the right tense of the verb.

Mary\_\_\_\_\_ (like) to walk on the mountain. During the week she\_\_\_\_\_ (wakeup) early and\_\_\_\_\_ (go) for a small walk.

She usually\_\_\_\_\_ (go) with her father and brother. She\_\_\_\_\_ (like) to get some fresh air.

She\_\_\_\_\_ (live) in the city.

She always\_\_\_\_\_ (take) the bus at 8:30.a.m. and\_\_\_\_\_ (arrive) at school at 9:00a.m.

Her father\_\_\_\_\_ (take) his car and\_\_\_\_\_ (go) to town to work.

He\_\_\_\_\_ (work) at a clinic .He\_\_\_\_\_ (love) animals.

They\_\_\_\_\_ (like) to go to the mountain on the weekend and\_\_\_\_\_ (see) the animals.

Mary\_\_\_\_\_ (stay) there for about three hours with her family. Mary's family \_\_\_\_\_ (love) nature.

### Worksheet 3

#### Basic 3

**Indicator: B3.1.2.1.Compose short rhymes and tongue-twisters and recite them.**

#### Flower

Beautiful, brilliant

Sprouting, budding, growing

Roses, roses, roses, roses

Blooming, smelling, waving

Colorful, lovely, blossom

<b>Write a parallel rhyme:</b> Flower Beautiful, brilliant Sprouting, budding, growing Roses, roses, roses, roses Blooming, smelling, waving Colorful, lovely, blossom	1. .... 2. .... 3. .... 4. .... 5. .... 6. ....
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## Worksheet 4

### Basic 4

**Indicator: B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing.**

Put the sentence in order from the beginning to end

So, she turned on the light first.

After that, she fell asleep.

The next day, she woke up in her chair.

Last night, Mrs Scott got home after dark.

Then, she turned on the TV and sat down on a soft chair.

2. Use the ideas you put together to write one paragraph about “littering in my class”.

### Littering in my class

.....

.....

.....

.....

.....

.....

## Worksheet 5 B5

### Indicator: B5.3.5.1.2. Use appropriate subject-verb agreement

#### Find 10 subject-verb agreement mistakes in this article

Recycling help our environment. Some of us greets each other with a high-five at the first meeting for the Recycle Now! Project.

Ten Presby A School students attend. We sit together in the community centre room of the library.

Aysha and Daniel wants to collect old newspapers. However, neither plastic containers nor newspaper need new collection volunteers. So, Aysha join the recycling poster committee. Roy decides to work on aluminum can collecting.

Either Roy or Kate want to record the number of collected aluminum cans. Which one end up as recorder? Roy and Kate offers to share the job.

The project chairman say, "Thank you, Roy and Kate. Students always make good recorders. Student volunteers often cooperate and agrees with one another."

#### ANSWERS

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

#### Answers:

#### This is what they should be.

1. Recycling helps	7. Which one ends
2. Some of us greet	8. Roy and Kate offer
3. Students attend	9. The project chairman says
4. We sit	10. And agree
5. Aysha and Daniel want	11. Newspaper needs
6. Aysha joins	12. Kate wants

## Worksheet 6

### B6.2.2.1: Connect sounds to letters; and blend letters/syllables in

#### order to read and write. Indicator:

B6.2.2.1.1. Read words with ending sounds like “sure” as in measure; “ture” as in creature and “tch” as in Stretch.

a. Pick and read. Pick a word card and read out the word to the class.

<b>“sure”</b>	<b>“ture”</b>	<b>“tch”</b>
measure	nature	catcher
treasure	creature	stretcher
pleasure	picture	teacher
exposure	torture	butcher
enclosure	furniture	

b. Listen to your teacher read each of the following words, one at a time, three times. After the third reading, you have one minute to write the word.

<b>“sure”</b>	<b>“ture”</b>	<b>“tch”</b>
measure	nature	catcher
treasure	creature	stretcher
pleasure	picture	teacher
exposure	torture	butcher
enclosure	furniture	

# RESOURCE PACK FOR MATHEMATICS

## 4.0 FRONT MATTER OF THE MATHEMATICS CURRICULUM

### 4.1 Rationale for Primary Mathematics

- Provide the foundations for discovering and understanding the world around us and lay the grounds for Mathematics and Mathematics related studies at higher levels of education.
- Developments of attitudes to ensure all citizens are mathematically and technologically literate for sustainable development.

### 4.2 Teaching Philosophy

- Mathematics education should be inquiry-based and learner-centred; teachers serve as facilitators by providing the enabling environment that promotes the construction of learners' own knowledge.

### 4.3 Learning Philosophy

- Mathematics learning is a process of constructing knowledge based on learners' experiences rather than acquiring it.

### 4.4 General Aims

The Mathematics curriculum is aimed at developing individuals to become scientifically literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### 4.5 Specific Aims

The Mathematics curriculum is designed to help learners to:

- recognise that Mathematics permeates the world around us;
- appreciate the usefulness, power and beauty of mathematics;
- enjoy Mathematics and develop patience and persistence when solving problems;
- understand and be able to use the language, symbols and notation of Mathematics;
- develop mathematical curiosity and use inductive and deductive reasoning when solving problems;
- become confident in using Mathematics to analyse and solve problems both in school and in real-life situations;
- develop the knowledge, skills and attitudes necessary to pursue further studies in Mathematics; and
- Develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others.

## 4.6 Structure and Organisation of the Curriculum

(Scope of the sub-strands of the B1 – B6 curriculum)

STRANDS	SUB-STRANDS	B1	B2	B3	B4	B5	B6
Number	Whole Numbers: Counting and Representation	✓	✓	✓	✓	✓	✓
	Whole Numbers Operations	✓	✓	✓	✓	✓	✓
	Fractions Representation and Relationship	✓	✓	✓	✓	✓	✓
Algebra	Patterns and Relationships	✓	✓	✓	✓	✓	✓
Geometry and Measurement	Lines and Shapes	✓	✓	✓	✓	✓	✓
	Position and Transformation	✓	✓	✓	✓	✓	✓
	Measurements	✓	✓	✓	✓	✓	✓
Data	Data (Collection, Presentation, Analysis and Interpretation)	✓	✓	✓	✓	✓	✓

## 5.0 2.0 PEDAGOGY AND ASSESSMENT

### 5.1 CREATIVE PEDAGOGIES

#### Mental Maths games and addition and subtraction strategies

These games are designed to develop learners' ability to access number relationships quickly and accurately. As learners are learning a new game and the related math concepts, it may be necessary to go a little slower. However, teachers should quickly pick up the pace so that learners become faster and faster at accessing these important concepts. The goal is to maintain a lively pace and provide an energetic start to the class.

A short mental math game can be done at the beginning of a class, at the end of a class, or anytime during a class, whenever learners need to be refocused or energised.

It can also be done at the beginning of the day or at the end of the day, as a school opening or closing activity.

#### A. Counting down (when subtracting basic facts)

- Explain that to subtract  $13 - 2$ , Kofi starts at 13 and counts down 2...13, 12, 11, and says that  $13 - 2$  must be 11. Do a few more examples for learners.
- Explain that this strategy is called counting down.
- Give learners a series of additions, e.g.  $7 - 1$ ,  $16 - 2$  etc. Have them find and call out answers by counting down each time.
- Explain that strategy works best when the number to be subtracted is small (1, 2, 3,...)

### **B. Counting up (when adding basic facts)**

- Explain that to add  $12 + 2$ , Adwoa starts at 12 and counts up to 2...12, 13, 14, and says that  $12 + 2$  is 14. Do a few more examples for learners.
- Explain that this strategy is called counting up.
- Give learners a series of additions, e.g.  $7 + 1$ ,  $16 + 2$ , etc. Have them find and call out answers by counting each time.
- Explain that strategy works best when the number to be added is small (1, 2, 3...)

### **C. Doubles (to 12)**

- Call out a number between 0 and 5, for example 4.
- Children must call out the double ( $2 \times$ ) that number, in this case 8.
- The object of the game is to develop speed – so move quickly from one number to the other.

### **D. How many to make 5 (or 10?) (Whole class activity)**

- Call out a number between 0 and 5 (or between 0 and 10).
- Learners must call out numbers that must be added to that number to make 5 (or 10).
- The object of the game is to develop speed – so move quickly from one number to the other.

### **E. How many to make 100?**

- Call out a number ending in 0, for example 40.
- Learners have to call out how many more it would take to make 100.

### **F. Making 10s to mentally add 2-digit numbers close to 10 or multiple of 10**

- Explain that when Kofi has to add 2-digit numbers like  $29 + 32$  that are close to 10 or to a multiple of 10, he looks to see what he can shift from one number to that other to make a multiple of ten, because multiples of 10 are easy to add. For example, when he sees  $29 + 32$ , he thinks: If I shift 1 from 32 to 29, I will get  $30 + 31$ , which is easy to add. It is 61.
- Write some additions where 1 or both of the numbers are close to 10 or to a multiple of 10, for example  $18 + 24$ ;  $69 + 23$ ;  $19 + 16$ ;  $49 + 52$ ;  $99 + 23$  etc. Have learners add the numbers mentally (no pencil or paper), using the strategy of “Making 10s”. And explain what they did to add numbers.

### **G. Making 10s to solve basic number facts to 18**

- Explain that when Ama can't find the answer to a basic addition fact, she looks to see if she can break up or decompose one number to make a sum that adds to 10. For example, when she sees  $5 + 6$ , she thinks  $5 + 5 + 1$ , which is easier to add. When she sees  $7 + 4$ , she thinks  $7 + 3 + 1$ ; when she sees  $8 + 5$ , she thinks  $8 + 2 + 3$ . She does this because she knows all of the additions that add to 10, and it is easy to add  $10 +$  a number.
- Write some additions like  $6 + 7$ ,  $9 + 8$ ,  $5 + 9$ ,  $8 + 3$  etc. on board. Have learners solve them mentally, using the strategy of “Making 10s” and explain what they did each

### **H. Making 10s to subtract 2-digit nos. where 1 number is close to 10 or a multiple of ten**

- Explain that when Adwoa has to subtract 2-digit numbers like  $32 - 29$ , where the number to be subtracted is close to 10 or to a multiple of 10, she looks to see what she needs to add or subtract to the number to turn it into a multiple of 10, and then

she adds that number to both numbers, knowing that doing so will not change the difference (ie.,  $7 - 5$  is the same as  $8 - 6$  which is the same as  $8 - 7$ , which is the same as  $6 - 4$ , which is the same as  $5 - 3$  etc.) . Subtracting a number that ends in 0 is easy. For example for  $32 - 29$ , Adwoa adds 1 to each number to turn the subtraction into  $33 - 30$ , which is 3. So the answer to  $32 - 29$  is 3. She could also have subtracted 2 from each number to get  $30 - 27$ , which is 3. Either strategy would have worked.

- Write some subtractions where the number to be subtracted is close to 10 or to a multiple of 10, for example  $24 - 18$ ;  $67 - 21$ ;  $56 - 29$ ;  $84 - 18$  ;  $77 - 32$  etc. Have learners do the subtractions mentally (no pencil or paper), using the strategy of “Making 10s”. and explain what they did each time.

### **I. Rearranging addends to make addition simpler**

- Explain that to add  $3 + 6 + 7$ , Kofi says..”Rather than add  $3 + 6 + 7$ , I’m going to change the order of the numbers to made the addition simpler:  $3 + 7 + 6$ , because  $3 + 7$  is easier to add than  $3 + 6$ ”.
- Explain this strategy is called rearranging the numbers to be added, and it works because the order in which we add numbers doesn’t change the result. It works particularly well if there are 2 numbers that add to 10.
- Give learners a series of additions that can be made easier if the order is changed, for example  $5 + 6 + 5$ ;  $8 + 9 + 2$ ;  $6 + 7 + 4$ ;  $4 + 8 + 6$ . Have learners do the additions mentally and explain the strategy they used.

### **J. Turning subtraction into addition (Whole class activity)**

- Explain that to subtract  $6 - 4$ , Kofi says...”what do I need to add to 4 to get 6?” The answer is 2, so  $6 - 4$  must be 2. Do a few more examples for learners.
- Explain that this strategy is turning a subtraction into an addition.
- Give learners a series of subtractions e.g.  $7 - 1$ ,  $11 - 9$ ,  $8 - 6$ ,  $12 - 8$ , etc. Have them find and call out answers by turning the subtraction into an addition. Select some learners to explain what they did.
- Explain that if they are faced with a difficult subtraction, they should try solving it by turning it into an addition.

### **K. ”Working from left to right” to add 2 and 3-digit numbers mentally**

- Explain that when Kofi has a 2 or 3-digit number he wants to add mentally, he starts at the left (largest digits) and moves to the right (smallest digits). It helps him keep track of place value. For example, when he sees  $145 + 232$ , he thinks “1 hundred + 2 hundred is 3 hundred,  $40 + 30$  is seventy, so now I have 2 hundred seventy, and  $5 + 2$  is seven, so I have 2 hundred seventy-seven.
- Write some additions like  $213 + 156$  or  $325 + 241$  etc. on board. Have learners solve them mentally, using Kofi’s strategy of “Working from left to right” and explain what they did each time.

### **L. 5 more (or less) than (Whole class activity)**

- Call out a number ending in 5 or 0.
- Learners must call out number that is 5 more (or less) than that number.

The objective of the game is to develop speed – so move quickly from one number to the other.

### **M. Adding by making doubles (+ or – 1 or 2)**

- Call out or write on the board additions where two numbers are close together (or where one number is almost the double of another) and that can be made simpler by decomposing one of the numbers into a combination that produces a double, for example  $7 + 8$  (which can be turned into  $7 + 7 + 1$ ) or  $9 + 8$  (which can be turned into  $8 + 8 + 1$ ).

Have learners find the answer mentally (without using pencil or paper or counters) and explain what they did to find answer.

### **N. Adding by making 10s**

- Call out or write on the board additions that can be made simpler by decomposing one of the numbers into a combination that produces a 10, for example  $7 + 4$  (which can be turned into  $7 + 3 + 1$ ) or  $5 + 6$  (which can be turned into  $5 + 5 + 1$ ).
- Have learners find the answer mentally (without using pencil or paper or counters) and explain what they did to find answer.

### **O. Adding by compensation, i.e., by adding a quantity to one number (or both) to make friendlier numbers that are easier to add, then subtracting that same quantity from the answer (or by subtracting a quantity from one of the numbers and then adding that same quantity to the answer).**

- Rather than adding  $78 + 14$ , add 2 to 78 to create the addition  $80 + 14$ , which is easy to add.  $80 + 14 = 94$ .
- Then subtract 2 from 94 to get 92, because you added 2 more than you should have. So  $78 + 14 = 92$ .

Rather than adding  $76 + 13$ , subtract 3 from 13 to create the addition  $76 + 10$ , which is 86. Then add 3 to this answer, because you added 3 less than you should have. So  $76 + 13 = 89$ .

Note: Compensation is the hardest of the mental math computational strategies and should be introduced last and towards the end of the school year.

### **P. Subtracting by “constant difference”, i.e., by adding or subtracting the same amount from each number to create friendlier combinations (because doing so does not change the answer).**

- Rather than subtracting  $63 - 21$ , subtract 1 from each number to create the subtraction  $62 - 20$ . That combination is easy to subtract. The answer is 42.
- Rather than subtracting  $68 - 19$ , add 1 to each number to create the subtraction  $69 - 20$ , which is easy to subtract. The answer is 49.

This strategy works because if you add the same amount to each number, or subtract the same amount from each number, you do not change the distance between the numbers.

### **Q. Subtracting by “compensation”, i.e., by adding or subtracting an amount to or from a number to create a friendlier number, then adjusting the answer to compensate for what you did.**

- Rather than  $63 - 29$ , add 1 to 29 to create the subtraction  $63 - 30$ , which is an easy combination to subtract and gives 33. Then adjust the answer (because you subtracted 1 more than you should have) by adding 1 from the answer.  $33 + 1 = 34$ , so  $63 - 29 = 34$ .
- Rather than  $50 - 31$ , subtract 1 to create the subtraction  $50 - 30$ , which is an easy combination to subtract and gives 20. Then subtract 1 from this answer to get



19, because you subtracted 1 less than you should have (or you didn't subtract enough...you needed to subtract 1 more). So  $50 - 31 = 19$ .

Compensation is the hardest of the mental math computational strategies and should be introduced last and towards the end of the school year.

## 5.2 Important Mathematics Cognitive Domains and Associated Skills

Cognitive domain	Associated skills
Knowledge	<p>Recall – definitions, terminology, number or geometric properties and notations</p> <p>Recognize – mathematics objects (shapes, numbers, quantities) and mathematical entities that are equivalent</p> <p>Compute – Carry out algorithmic procedures on numbers and algebraic procedures, estimate computations</p> <p>Retrieve – Information from graphs, tables, or other sources; read scales</p> <p>Measure – Use measuring instruments; choose appropriate units of measure</p> <p>Classify/order – Classify objects, shapes, numbers and expressions according to common properties; order numbers and object by attributes.</p>
Application	<p>Select – An appropriate operation, method or strategy for solving a problem where there is a knowledge procedure, algorithm or method of solution</p> <p>Represent – Show mathematical information and data in diagrams, tables, charts or graphs; Generate equivalent representations for a specific mathematical relationship</p> <p>Model – Generate an appropriate model (equation, geometric figure or diagram) to solve a routine problem</p> <p>Implement – Given mathematical instructions</p> <p>Solve Routine Problems – similar to problems seen in class</p>

Reasoning	<p>Analyze – Determine, describe or use relationships between variable or objects in mathematical situations and to make inferences from given information</p> <p>Generalise/Specialise – Restating results in more general and widely applicable terms</p> <p>Integrate/Synthesise – Make connections between forms of knowledge and different representations; produce links between related mathematical ideas, combine mathematical facts, concepts and procedures to produce results; use results to produce another result.</p> <p>Solve non-routine problems – where solution path is not previously known</p>
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## **APPENDIX 2.3a Scenario A for Discussion**

### **Scenario 1**

In your class, you noticed that Abiba is the first to stand up and answer questions and the first person to finish her maths exercise. However, after completing her exercises, she begins jumping from desk to desk, disrupting other learners. In the absence of the teacher, Abiba sometimes poses as the teacher of the class, imitating what the teacher does including canning her mates who she thinks are not performing in class.

1. What learning challenges could Abiba's behaviour suggest? State 3 things that could be done to provide a positive learning experience for Abiba, your suggestion should include discipline/positive feedback which employs approaches that makes Abiba feel safe, valued and protected from violence and humiliation.

### **Scenario 2**

After assessing the students in your class, you now know their different learning styles as well as their socio/econ and cultural background. From your inclusive IN-SET class, you were taught that whole class approach to teaching excludes most children from

the learning process. In your Dagbani class, Alhassan, Fatima and Amina are Fulani people. From your performance assessment, you noticed that these 3 people are consistently performing poorly.

1. What could be the possible cause of their poor performance?
2. Please suggest at least 3 things that you can do with the curriculum to adapt your class to the needs of all learners including the 3 children without sacrificing the content of the reading curriculum? Your suggestion should include strategies to make class environment friendly. (This should include choice of materials learning, class arrangements/groupings).

### **Scenario 3**

Your class has an enrolment of 95 learners. From your assessments, you noticed that while the boys are actively involved in the reading lesson and do their homework and class exercise, most of the girls are quiet during the maths class and hardly do they successfully complete their reading exercises. In an interaction with the Language teacher, all children including girls are participating actively and enjoying the class. So the teacher is left wondering what might be wrong.

1. What are the two teachers doing differently? What could be the barriers to learning in the Maths class? Propose 3 suggestions on how you could help improve the learning environment for effective learning considering the large class size.

### **APPENDIX 2.3b Scenario A for Discussion**

1. Mr. Kofi the class 3 Teacher is generally happy with the performance of most children in his maths class but with Alice. Usually, Alice is the first to raise up her hand when a question is posed, but her mates laugh at her responses; she finishes her class exercise within time but her performance is the worse that the teacher has ever seen. In one of the lessons, Alice who has decided not to raise up her hand for fear of being laughed at by her classmates was called by the Teacher to respond to a question. To the Teachers surprise, Alice after a moment of silence voiced out to her teacher... "I hate maths Sir!" and in tears, she added, "don't ask me questions Please". The Teacher is left wondering what might be wrong.

During the School INSET, the teacher presented his plight to colleague teachers.

What will you say is the problem in the class? (Your comment should not exclude the child, teacher and other children's behaviour and the consequences of this behaviour on learning outcomes. What will you advise the teacher to do to resolve the problem?)

The Head teacher, who has been monitoring the performance of girls and boys in pursuance of gender equitable learning outcomes, noticed that the performance of girls compared to boys in Maths was far below average. In the Language class which was handled by a different teacher, he observed that the performance of boys and girls was almost at the same level.

The Head teacher is worried about the performance of girls but not sure of what to do to support the teacher. The teacher is also worried that he might lose his job if the situation does not change.

As an experienced early grade teacher, the class teacher for advice has approached you. What will you say is the problem (you may include any gender biases that might be influencing the interaction with in the maths class)? What do you think the Maths learners/teacher needs to know about the difference between girls and boys to enable him improve performance? What strategies will you advise him to use? What can the Maths teacher learn from the language teacher?

## 6.0 LESSON PLANNING

### 6.1 Sample Yearly Scheme of Learning

**Table 1: Yearly Scheme of Learning - B1**

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	Counting, Representation, and Cardinality	Counting, Representation, and Cardinality  Operations (Addition and Subtraction)	Counting, Representation, and Cardinality  Operations (Addition and Subtraction)
2	Counting, Representation, and Cardinality	Counting, Representation, and Cardinality  Operations (Addition and Subtraction)	Counting, Representation, and Cardinality  Operations (Addition and Subtraction)
3	Counting, Representation, and Cardinality  Operations	Patterns  Operations (Addition and Subtraction)	Patterns  Operations (Addition and Subtraction)
4	Counting, Representation, and Cardinality  Operations Patterns	Patterns  Operations	Patterns  Operations (Addition and Subtraction)
5	Counting, Representation, and Cardinality  Operations Patterns	Fractions, Representation and Relationship  Patterns  Operations	Money Patterns  Operations
6	Operations Patterns	Fractions, Representation and Relationship  Patterns  Operations	Money Patterns  Operations

7	Operations Patterns	Fractions, Representation and Relationship Patterns Operations	Fractions, Representation and Relationship Operations
8	Operations Patterns 2D and 3D Shapes	Patterns 2D and 3D Shapes - Positions and Transformations	Fractions, Representation and Relationship Operations
9	Operations Patterns 2D and 3D Shapes	Patterns 2D and 3D Shapes - Positions and Transformations	Patterns 2D and 3D Shapes - Mass. Length and Capacity
10	Operations 2D and 3D Shapes Data	Data Operations	Patterns 2D and 3D Shapes - Mass. Length and Capacity
11	Operations 2D and 3D Shapes Data	Data Operations	Data Collection, Operations
12	Operations Data	Data 2D and 3D Shapes - Positions and Transformations	Data Collection, Shapes -

### 6.3 Suggested format for writing Scheme of Learning (SOL) for B1 Term 1

Week	Strand	Sub-Strand	Content Standards	Indicators	Resources
1 & 2.	Numbers	Counting representation & Cardinality	B1.1.1.1	B1.1.1.1 – 3	Counters, (e.g. bundle and loose straws) base ten cut-outs – squares and longs/strip, etc.
3 & 4.		Counting representation & Cardinality Operations Patterns	B1.1.1.1 B1.1.1.2 B1.1.2.1	B1.1.1.4 – 5 B1.1.1.2.1 B1.1.2.1.1	
6 & 7.	Algebra	Operations Patterns	B1.1.1.2 B1.2.1.1	B1.1.2.1.1 B1.2.1.1.1	Counters, patterns made from manila cards
8, 9 & 10	Geometry and Measurement	Operations Patterns 2D and 3D Shapes	B1.1.1.2 B1.2.1.1 B1.3.1.1	B1.1.2.1.1–2 B1.2.1.1–2 B1.3.1.1.2	Counters (different shapes and colours), objects like cylinders, cubes spheres. etc.
11 & 12	Data	Operations 2D and 3D Shapes Data	B1.1.1.2 B1.2.1.1 B1.4.1.1	B1.1.2.1.1–3 B1.3.1.1–2 B1.4.1.1.1	Pictures of objects, counters

## 6.4 SAMPLE WEEKLY LESSON PLAN

### P1 MATHEMATICS, WEEK 1

Learning Indicator (s) (Ref. No.)		B1.1.1.1	
Performance indicators		Learners can count number of objects up to 10, write the numeral and be able to identify position of objects in a row.	
Week Ending			
Reference		Math Curriculum page, 2	
Teaching/Learning Materials:		Counters, straws, number line, different objects for counting	
DAY	Phase 1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes
Monday	<p>“Show me a number (up to 10), with fingers”, objects</p> <p>Play “Clap that number” (up to 10.) Have learners count in unison as they clap the number. Play “Show me”; Write a number on the board and let learners show number with bundles of 10s and 1s.</p>	<p>Have learners count with you, from 1 to 10, forwards and backwards in: 1s; 2s; 5s; etc</p> <p>Count in 1s; 2s; 5s to identify errors and omissions in counting or skip counting sequencing. Repeat the activity 2 or 3 times.</p> <p>Have learners identify errors and omissions in given sequences.</p>	<p>What have we learnt today?</p> <p>Counting forwards or backwards up to 10 in 1s; 2s; and 5s</p> <p>Identify errors or omissions in sequence counting.</p>
Tuesday	Find missing numbers on the number line up to 100.	Count to answer “how many?” about objects arranged in a line; a grid ; or a circle (up to 10).	Arrange 100 objects in different shapes.
	Have learners close their eyes. While their eyes are closed, erase one or more numbers.	Count to order objects arranged in a line, or in a grid or in a circle (up to 10).	

	Have learners open their eyes and, find the missing number. Justify the answer.	Show that the count of a group of 10 objects does not change regardless of the order or arrangement of the objects.	
Wednesday	Play “What number is this?” with numerals 1 to 100. (1.4)	Estimate the number of objects in a group (up to 100). Describe the estimation strategy used,	Use appropriate strategy to estimate number of objects in a group.
Thursday	Play; “How many 10s? How many 1s; 2s; 5s?” Write a number between 10 and 100 board ask learners to skip count to determine how many 2s; 5s or 10s to reach the number.	Represent number of objects in a group with a numeral 0 to 10.  Use ordinal numbers to describe the position of objects up to 10th place.	Write numerals to represent number of objects in a group
Friday	Find the position of object in given row.	Identify position of objects and their cardinality.	Recognise and write cardinal numbers for position of objects in a row.

## 6.0 SAMPLE LESSONS

### Lesson 1

Date:	Period: 2	Subject: Mathematics
Duration: 60 Minutes	Strand : Number	
Class: B1	Class size: 40	Sub strand: Number Operations
Content Standard:  Develop a conceptual understanding of addition and subtraction up to 20	Indicator:  Demonstrate an understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20 (B1.1.2.1.1)	Lesson 1



Performance Indicator: Learners can do addition and subtraction combinations up to 10 and apply it to simple addition subtraction problems.	Core Competencies/Values: Problem solving, Critical thinking, collaboration	
Key words: add, plus, altogether, minus, difference and how many more		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 10 minutes	<p>Make error counting forwards or backwards from 1 to 10. Have learners identify error.</p> <p>Play “Clap that number” or “What number is this?’ with numbers 1 to 10</p>	<p>TLMs/Resources</p> <p>Numbers written boldly on rectangular or triangular 15 cm x 15 cm manila cards</p>

Phase 2 : Main (new learning including assessment) 40 minutes	<p>Give learners a number between 1 and 5, for example 4, and have them find the different ways of partitioning that number of counters into 2 groups. With each partition proposed, say “that means a group of 4 counters is the same as a group of 3 counters and a group with 1 counter”.</p> <p>Play “How many fingers up and how many fingers down” with fingers of 1 hand. Hold hand up with some fingers up and some down. Learners must count the number of fingers up and then find out how many fingers must be down. This activity helps learners develop mastery with combinations up to 5</p> <p>Act out a given story problem presented orally. For instance,</p> <p>“Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi.”</p> <p>“How many bottle caps does Sena now have?”</p> <p>“Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?”</p>	<p>Bottle tops straws, sticks, shells and any other material that can be used for counting in the environment</p>
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	Assessment: Insert an Activity from the current Math Textbook	
Phase 3: Plenary/ Reflections (Learner and teacher)  10 minutes	<p>What have we learnt today?</p> <p>We have learnt how to find different ways of partitioning given number of counters into 2 groups and how to add and subtract numbers up to 20</p> <p>Engage learners in a progress voting game (see notes on plenary).</p> <p>Independent Activity/Homework: Create two story-problems for subtraction or addition or for a given number sentence (+ and – up to 20)</p>	

## Lesson 2


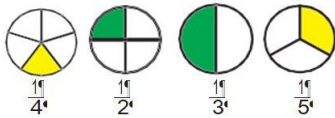
Date: 15-03-2019	Period: 2	Subject: Mathematics
Duration: 60 Minutes	Strand: Geometry and Measurement	
Class: B2	Class size: 40	Sub-strand: 2D and 3D Shapes
Content Standard:  Describe and analyse 2D shapes and 3D objects.	Indicator:  Identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations. (B2.3.1.1)	Lesson 1
Performance Indicator: Learners can identify 2D and 3D shapes and objects	Core Competencies/Values: Problem solving, Critical thinking, collaboration, personal development and leadership	
Key words: 2D and 3D, square, triangle, circle, cuboids		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 10 minutes	<ul style="list-style-type: none"> <li>Let learners sing a song to stimulate their interest</li> <li>Ask learners to mention the different shapes they know E.g. square, triangle, circle etc</li> <li>Teacher draws a human being using different shapes and asks</li> </ul>	TLMs/Resources  2D and 3D objects and shapes boldly drawn on manila cards  Real objects of 2D

	learners to identify the shapes	and 3D shapes and objects
<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<p>Teacher displays 2D cut out shapes and 3D objects</p> <ul style="list-style-type: none"> <li>• Ask learners to identify 2D shapes (triangles, squares, rectangles, circles) on the surfaces of 3D objects (cubes, cylinders, spheres, rectangular prisms) in the classroom or beyond;</li> <li>• Ask learners to identify what features define a shape or an object (e.g. triangles are closed and have three sides) and other features (colour, orientation or size)</li> <li>• Put learners in groups and ask them to sort a given set of 2D shapes and 3D objects using a given single feature or criteria (size, shape, etc.)</li> <li>• Ask learners to explain how the sorting was done, the rule, feature or criteria used to sort them.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Learners describe the difference between two given pre-sorted sets of familiar 3D objects or 2D shapes and the feature or criteria used to sort them</li> </ul> <p>Assessment: Let learners draw their own shapes and them</p> <p>Put learners in groups to sort out 2 shapes</p> <p>Ask learners to identify 3D objects environment that have parts similar to 2D shape (e.g., find the parts of a can that are similar to a circle)</p>	

Phase 3: Plenary/ Reflections (Learner and Teacher) 10 minutes	<p>Can someone tell me what we have learnt today?</p> <p>We learnt about shapes ( applause)</p> <p>What type of shapes have we learnt today?</p> <p>2D and 3D shapes (applause)</p> <p>Independent Activity/Homework Good, when you go home look for shapes in the house and in your environment and sort them out.</p>
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### Lesson 3

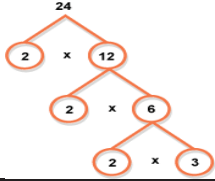
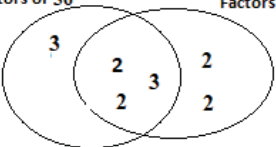
Date: 15-03-2019 Period: 2 Duration: 60 Minutes Class: B4 Class size: 40		Subject: Mathematics Strand 4: Number Sub-Strand: Fractions	
Content Standard:  Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols	Indicator: Understand a unit fraction by explaining the fraction $1/f$ as the quantity obtained by taking 1 part when a whole is partitioned into $f$ equal parts and that a fraction $1/f$ is the quantity obtained by taking parts of the $1/f$ size (B3.1.3.1.1)	Lesson 1	
Performance Indicator: Learners can identify fractions and write out the notation		Core Competencies/Values: Problem solving, Critical thinking, collaboration	
Key words: share, half			
Phase/Duration	Learners' Activities	Resources	
Phase1: Starter (preparing the brain for learning) 10 minutes	Learners start by singing a song.  Learners are given counters, marbles and straws to share	Cut out cards	

<p>Phase 2 : Main (new learning including assessment) 40 minutes</p>	<p>The teacher uses several pictorial representations (or card cut-outs) to introduce unit fractions like half, thirds, fifths, tenths, etc. The teacher introduces the fraction notation by explaining the fraction one-half as the quantity obtained by asking 1 part when a whole is portioned into 2 equal parts and is represented by <math>\frac{1}{2}</math>;</p> <div style="text-align: center;">  <p>A      B      C      D      E</p> </div> <p>Ask learners to identify the fractions A, B, C, D, and E</p>	<p>Bottle tops straws, sticks, shells and any other material that can be used for counting in the environment.</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</p>	<p>Assessment:</p> <p>Ask learners to match pictorial representations of fractions to their symbols</p> <div style="text-align: center;">  </div> <p>What have you learnt today?</p> <p>We learnt how to share</p> <p>We learnt the notation of fractions</p> <p>We learnt how to match fractions. (Give positive feedback) Independent</p> <p>Activity/Homework: When you go home, draw some fractions and write down their notation</p>	

## Lesson 4

Date: 15-03 2019 Duration: 40 Minutes Class: B4		Period: 2 Class size: 40	Subject: Mathematics Strand: Number Sub-Strand: Counting, Representation & Cardinality
Content Standard: Demonstrate an understanding of factors, multiples and squared numbers		Indicator: Determine set of factors of given numbers up to 50 (B4.1.1.3.1)	Lesson 1
Performance Indicator: Learners can write the factors of numbers. Learners can work with multiples and squares of numbers		Core Competencies/Values: Problem Solving, Critical thinking, collaboration, personal development and leadership	
Key words: Factors, multiples, squared numbers			
Phase/Duration	Learners' Activities	Resources	
Phase 1: Starter (preparing the brain for learning) 10 minutes	Let learners sing a song to stimulate their interest	Straws, counters, bottle tops, sticks, shells and any other material that can be used for counting in the environment	
Phase 2 : Main (new learning including assessment) 40 minutes	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:  Learners pair grouping and the number of equal objects for each formation as factors;  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 Form a set of factors for the following a) 16 b) 6 c) 25		



<p>Phase 2 : Main (new learning including assessment) 40 minutes</p>	<p>Have learners use factor tree method to determine prime factors of any given whole number. For example, the prime factors of 24 For instance, from the figure <math>24 = 2 \times 2 \times 2 \times 3</math> so 2 and 3 are the prime factors of 24.</p> 	
	<p>Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have <math>36 = 2 \times 3 \times 2 \times 3</math></p>	
	<p><math>= 2 \times 2 \times 3 \times 3</math> and <math>48 = 2 \times 3 \times 2 \times 2 \times 2</math>  <math>= 2 \times 2 \times 2 \times 2 \times 3</math></p> <p>Learners use the prime factorisation to determine the HCF by underlining the common factors in each product</p> <p><math>36 = 2 \times 2 \times 3 \times 3</math></p> <p><math>48 = 2 \times 2 \times 2 \times 2 \times 3</math></p>	
	<p>&gt; which is <math>2 \times 2 \times 3 = 12</math>;</p> <p>Learners use the prime factorisation by inspection to determine the LCM by underlining the largest number of factors in each product</p> <p><math>36 = 2 \times 2 \times 3 \times 3</math></p> <p><math>48 = 2 \times 2 \times 2 \times 2 \times 3</math></p> <p>&gt; which is <math>2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144</math></p>  <p>Assessment</p> <p>Use the factor tree method to determine prime factors of 12</p>	



Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes	Can someone tell me what we have learnt today?  We learnt about multiples and highest common factor, prime factorisation and LCM Independent Activity/Homework  Find the HCF of a) 24 b)25
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### Lesson 6

Date:15-03-2019	Period: 2	Subject: Mathematics
Duration: 60 Minutes		Strand: Number
Class: B6	Class size: 40	Sub strand: Number Operations
Content Standard: Describe and apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts	Indicator: Apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s and 11s facts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts. (B6.1.2.1.1)	Lesson 1
Performance Indicator: Learners can apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 144 and related division facts	Core Competencies/Values: Problem Solving, Critical thinking, collaboration, personal development and leadership	
Key words: double, half, patterns, multiplication		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning)  10 minutes	<ul style="list-style-type: none"> <li>Let learners sing a song to stimulate their interest</li> <li>Ask learners to skip count numbers in 2s</li> </ul>	Straws, counters, bottle tops, sticks, shells and any other material that can be used for counting in the environment

<p>Phase 2 : Main (new learning including assessment)</p> <p>40 minutes</p>	<p>Describe to learners the mental mathematics strategies used to determine a given basic fact, such as</p> <p>skip count up by one or two groups from a known fact (e.g., if <math>5 \times 7 = 35</math>, then <math>6 \times 7</math> is equal to <math>35 + 7</math> and <math>7 \times 7</math> is equal to <math>35 + 7 + 7</math>)</p> <p>skip count down by one or two groups from a known fact (e.g., if <math>8 \times 8 = 64</math>, then <math>7 \times 8</math> is equal to <math>64 - 8</math> and <math>6 \times 8</math> is equal to <math>64 - 8 - 8</math>)</p> <p>doubling (e.g., for <math>8 \times 3</math> think <math>4 \times 3 = 12</math>, and <math>8 \times 3 = 12 + 12</math>)</p> <p>patterns when multiplying by 9 (e.g., for <math>9 \times 6</math>, think <math>10 \times 6 = 60</math>, and <math>60 - 6 = 54</math>; for <math>7 \times 9</math>, think <math>7 \times 10 = 70</math>, and <math>70 - 7 = 63</math>)</p> <p>repeated doubling (e.g., if <math>2 \times 6</math> is equal to 12, then <math>4 \times 6</math> is equal to 24 and <math>8 \times 6</math> is equal to 48)</p> <p>repeated halving (e.g., for <math>60 \div 4</math>, think <math>60 \div 2 = 30</math> and <math>30 \div 2 = 15</math>)</p> <p>relating division to multiplication (e.g., for <math>64 \div 8</math>, think <math>8 \times \dots = 64</math>)</p>	
	<p>Assessment</p> <p>Apply halving and doubling to determine a given product</p> <p><math>32 \times 5</math></p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher)</p> <p>10minutes</p>	<p>Can someone tell me what we have learnt today? We learnt about multiplication and division facts</p> <p>Independent Activity/Homework</p> <p>Recall multiplication facts to 8 and related division facts</p>	

## 6.1 WORKSHEETS

### Worksheet 1

**Indicator (B1.1.2.1.1): Demonstrate an understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20**

1. Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?
2. Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?
3. Ama has 7 toffees. She takes 2 more toffees from Esi. How many toffees does Ama have?
4. Yaw has 10 bags. He gave 3 to Sarah. How many bags are left?

**Indicator: ( B1,1,4,1,1) Recognise Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis**

1. Ask learners to identify the following coins



Ask learners to state the relationship between  $\text{¢}2$  and  $\text{¢}10$ ;  $\text{¢}5$  and  $\text{¢}10$ ;  $\text{¢}2$  and  $\text{¢}20$ ;  $\text{¢}5$  and  $\text{¢}20$ ,  $\text{¢}10$  and  $\text{¢}50$

2. Identify the various currencies below.











- a) Akua bought 2ghc worth of oranges and 5ghc worth of bananas. How much money did she spend altogether.
- b) Yaw has 14ghc. He gave 10ghc to his friend. How much does he have now?

## Worksheet 2

**Indicator: (B2.3.1.1.1) Identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.**

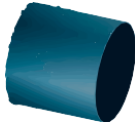
1. Match 3D objects

triangular prism		square pyramid	
	cone		
rectangular prism		cylinder	
	triangular pyramid	cube	sphere

2. Identify and cut the 3D object and place it on top of its corresponding name.



square pyramid



cube



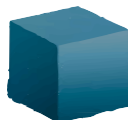
cylinder



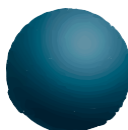
sphere



rectangular prism



triangular prism

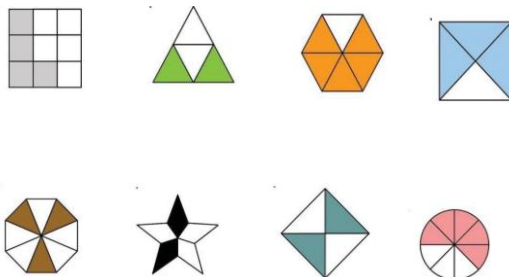


cone

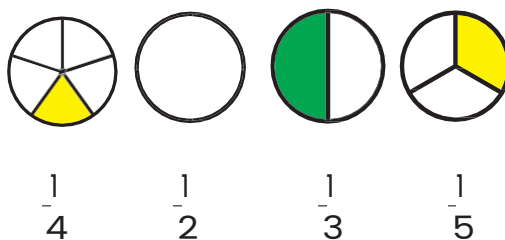
### Worksheet 3

**Indicator: (B3.1.3.1) Understand a unit fraction by explaining the fraction  $\frac{1}{f}$  as the quantity obtained by taking 1 part when a whole is partitioned into  $\frac{1}{f}$  equal parts and that a fraction  $\frac{1}{f}$  is the quantity obtained by taking parts of the  $\frac{1}{f}$  size**

1. Identify the following fractions



2. Match the pictorial representations of fractions to their symbols



### Worksheet 4

**Indicator: (B4.1.1.3.1) Determine the set of factors of a given numbers up to 50**

1. Form a set of factors for the following:

- a) 16      f) 18
- b) 6      g) 45
- c) 25      h) 38
- d) 27      i) 49
- e) 32      k) 12

### Worksheet 5

**Indicator: (B5.1.1.3.4) Determine the highest common factor of any 2 or 3 numbers by prime factorisation**

1. Find the common factors of the following numbers:

- 1. 6 and 8
- 2. 9 and 15
- 3. 16 and 18
- 4. 16 and 28
- 5. 27 and 45

2. Find the HCF of the following by prime factorization method:

1. 21, 35
2. 42, 49
3. 44, 66

## Worksheet 6

### Indicator: (B6.1.2.1.1)

Apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s and 11s facts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division facts.

1. Skip counting by 9's up to 11 times

Skip counting by nines									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Complete the skip counting series by 9s:

- 27, \_\_\_\_\_, 45, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 90.
- 9, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 63, \_\_\_\_\_.
- 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 81, \_\_\_\_\_, \_\_\_\_\_.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 54, \_\_\_\_\_, \_\_\_\_\_, 81.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 72, \_\_\_\_\_, 90, \_\_\_\_\_.
- 0, 9, \_\_\_\_\_, 45, \_\_\_\_\_.
- 45, \_\_\_\_\_, 90, 99, \_\_\_\_\_.
- \_\_\_\_\_, 18, \_\_\_\_\_, 63, \_\_\_\_\_.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 72.
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 90, 99, \_\_\_\_\_, 117.

3. Skip counting by 11's up to 10 times

Skip counting by elevens									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

4. Now look at the chart above where every eleventh number is in dark yellow color and fill in the blanks below:

(i) $11 \times 4 = \underline{\quad}$	(ii) $11 \times 8 = \underline{\quad}$	(iii) $11 \times 9 = \underline{\quad}$
(iv) $11 \times 6 = \underline{\quad}$	(v) $11 \times 1 = \underline{\quad}$	(vi) $11 \times 11 = \underline{\quad}$
(vii) $11 \times 2 = \underline{\quad}$	(viii) $11 \times 7 = \underline{\quad}$	(ix) $11 \times 8 = \underline{\quad}$
(x) $11 \times 9 = \underline{\quad}$	(xi) $11 \times 3 = \underline{\quad}$	(xii) $11 \times 12 = \underline{\quad}$
(xiii) $11 \times 5 = \underline{\quad}$	(xiv) $11 \times 10 = \underline{\quad}$	(xv) $11 \times 0 = \underline{\quad}$

5. Complete the skip counting series by 11s:

- i. 11, \_\_\_\_\_, \_\_\_\_\_, 44, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 88.
- ii. 0, \_\_\_\_\_, \_\_\_\_\_, 33, \_\_\_\_\_, \_\_\_\_\_, 66, 77.
- iii. 77, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 132, 143.
- iv. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 99, \_\_\_\_\_, \_\_\_\_\_, 132.
- v. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 66, 77, \_\_\_\_\_, \_\_\_\_\_.
- vi. 55, \_\_\_\_\_, 77, \_\_\_\_\_, \_\_\_\_\_, 110, 121, \_\_\_\_\_.
- vii. 33, \_\_\_\_\_, \_\_\_\_\_, 66, \_\_\_\_\_, 88, \_\_\_\_\_, \_\_\_\_\_.
- viii. \_\_\_\_\_, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 66, \_\_\_\_\_.
- ix. \_\_\_\_\_, \_\_\_\_\_, 33, 44, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 88.
- x. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 99, 110, \_\_\_\_\_, 132.

# SCIENCE RESOURCE PACK

## 1.0 FRONT MATTER OF THE SCIENCE CURRICULUM

### 1.1 Rationale for Primary Science

- Provide the foundations for discovering and understanding the world around us and lay the grounds for science and science-related studies at higher levels of education.
- Developments of attitudes to ensure all citizens are scientifically and technologically literate for sustainable development.

### 1.2 Teaching Philosophy

- Science education should be inquiry-based and learner-centred; teachers serve as facilitators by providing the enabling environment that promotes the construction of learners' own knowledge.

### 1.3 Learning Philosophy

- Science Learning is a process of constructing knowledge based on learners' experiences rather than acquiring it.

### 1.4 General Aims

- The Science Curriculum is aimed at developing individuals to become scientifically literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### 1.5 Specific Aims

The Science Curriculum is designed to help learners to:

- Develop the spirit of curiosity, creativity, innovation and critical thinking for investigating and understanding their environment;
- Develop skills, habits of mind and attitudes necessary for scientific inquiry;
- Communicate scientific ideas effectively;
- Use scientific concepts in explaining their own lives and the world around them;
- Live a healthy and quality life.

### 1.6 Instructional Expectations

- Guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning based on their unique individual differences.
- Select Science content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
- Work together as colleagues within and across disciplines and grade levels to develop communities of Science learners who exhibit the skills of scientific



inquiry and the attitudes and social values conducive to Science learning.

- Use multiple methods and systematically gather data about learners' understanding and ability to guide Science teaching and learning with arrangements to provide feedback to both learners and parents.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning Science.

## 1.7 STRUCTURE AND ORGANISATION OF THE CURRICULUM

Scope and Sequence							
STRAND	SUB-STRANDS	B1	B2	B3	B4	B5	B6
DIVERSITY OF MATTER	Living and Non-Living Things	✓	✓	✓	✓	✓	✓
	Materials	✓	✓	✓	✓	✓	✓
CYCLES	Earth Science	✓	✓	✓	✓	✓	✓
	Life Cycles of Organisms	✓	✓	✓	✓	✓	✓
SYSTEMS	The Human Body Systems	✓	✓	✓	✓	✓	✓
	The Solar system		✓	✓	✓	✓	✓
	Ecosystems	✓		✓	✓	✓	✓
FORCES AND ENERGY	Sources and Forms of Energy	✓	✓	✓	✓	✓	✓
	Electricity and Electronics	✓	✓	✓	✓	✓	✓
	Forces and Movement	✓	✓	✓	✓	✓	✓
HUMANS AND THE ENVIRONMENT	Personal Hygiene and Sanitation	✓	✓	✓	✓	✓	✓
	Diseases	✓	✓	✓	✓	✓	✓
	Science and Industry	✓	✓	✓	X	✓	✓
	Climate Change	✓	✓	✓	✓	✓	✓

## 2.0 PEDAGOGY AND ASSESSMENT

### 2.1 Creative and Learning - Centred Pedagogies for Science

2.1.1 Activity-based learning, hands-on, creative, participatory method of learning.

- Science teachers should devise activities to suit the age group and skills of the learners.
- There should be variety in activities. Sorting of items into groups, creation of posters, hands-on activities. E.g., separation samples of given mixtures.

2.1.2 Activities should not only help gather knowledge, but apply and evaluate knowledge. E.g. designing and building objects from common materials.

Demonstrations

- The teacher retains the formal authority role by showing learners what they need to know. E.g. Demonstrating how to construct an electronic circuit.

2.1.3 Inquiry-based learning

- Teachers design an investigation around answering questions. E.g. how is soap produced within the local community?
- Learners carry out investigation-gather data (by asking their parents, people in the community).
- Develops information processing and problem-solving skills.(they learn about the steps/processes involved in soap making).
- Makes use of resources beyond classroom/school (visits to local production sites).

2.1.4 Group work(think-pair-share, collaborative learning, problem-based learning, team based learning/discussions)

- Collaborative learning highlights the contributions of individual group members, and leads to dialogue and consensus building on topics without a clear right and wrong answer. E.g. placing learners into groups to discuss the physical feature that enables various organisms to live in the sea, land or air.

2.1.5 Project-based learning

- Project-based learning is a teaching methods in which learners gain knowledge and skills by working for an extended period of time.E.g. Reading and Recording the School/home's electricity consumption over a month
- This focuses on investigating and responding to an authentic, engaging and complex question, problem, or challenge. E.g. How to solve the problem of poor sanitary conditions in the school.

## 22 Sample Assessments

Content standard	Indicator	Assessment for learning	Assessment as learning	Assessment of learning	
B2.1.2.3 Understand mixtures, the types, their formation, uses and ways of separating them into their components	B2.1.2.3.1 Describe a solid–solid mixture and explain how to separate the components	In the course of the lesson: Identify the solid–solid mixtures among the following: gari and water, sand and salt, charcoal and sand, iron nails in water	Before the lesson: find–out from the home, how sand is separated from roasted groundnut.  Let learners share ideas in group discussion	End of term Exam: Explain how you would separate a mixture of sand and stone	
B3.3.3.1 Show understanding and appreciation of the interactions and interdependencies of organisms in an ecosystem	B3.3.3.1.1 Identify organisms in a habitat and describe why they live in a particular place	During the lesson: Match the following animals with their home/ habitat.	During the lesson introduction : Discuss among yourselves: in your community, where do you normally see birds building their homes?	End of lesson Exercise: What enables fish to live in water?	
		Habitat			Animal
		River			Bird
		Tree Top			Rat
		Hole in the ground			Tilapia

## 23 Sample Assessment Tasks

In setting assessment tasks, teachers are expected to be as innovative as possible, focusing on a wide variety of tasks. This could be in the form of project work, group assignments, puzzles, mazes, riddles, scrambled words etc. This marks a shift from the routine of setting low order questions that hinder the promotion of high thinking and development of hands-on skills among learners.

In the example below, different assessment tasks have been developed under a single indicator from the Science Curriculum.







**Indicator: B3.1.2.1. Identify the uses of everyday materials and link the uses to their properties**

**Tasks**

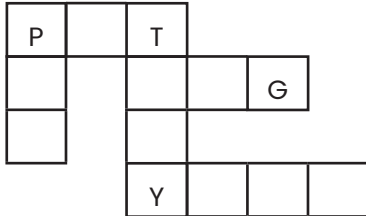
1. Group Project: use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthenware.
2. Pair-Activity: Match cutout pictures of common items (e.g. plastic bottle, glass cup, metallic spoon, clay mug) with their material sources.
3. Work in groups to create a material museum using common materials such as glass, plastics, wood, metals, ceramics, paper, straw, rocks, and grass, cardboard.



4. Draw and colour the following items
  - a. Toy car
  - b. pot
5. Re-arrange the following words to show the name of a material.
  - a. lcay
  - b. etmla
  - c. odow
6. Study the pictures below carefully and answer the questions that follow.

a. Which of them is harder?	 A piece of stone	 straw
b. Which of them is lighter?	 A piece of paper	 A metallic roofing sheet
c. Which of these is smoother?	 A glass cup	 A piece of rock

7. Fill in the blank spaces with the following Letters: ( e, a, o)  
 a. M -tal                    b. p - p e r.    C. w o - d
8. Fill in the blank spaces with the correct words. (Hard, sticky, bent)  
 a. Clay is .....  
 b. Straw can be .....  
 c. A metal is .....
9. Identify the following artefacts from the puzzle: PAN, POT, YARN, TRAY, RUG



10. Riddle: I am obtained from trees; I am used in making tables and chairs. I can also be used for making doors and windows. Who am I?



11. Write the names of any three materials used in making the car above.
12. Wood is used to make chairs because wood is ( hard, rough)
13. Match the following items in Box A with their products in Box B

BOX A	BOX B
Paper	
Wood	
Clay	

## Assessment Strategies

Below is a sample rubric, which you can use to assess your learner's performance in science. This can be adapted and used for any assessment tool (exam, project activity etc.)

Rubric –Primary School Science	LEVEL1				LEVEL2				LEVEL3				LEVEL4			
	With strong prompting from the teacher....				With some prompting from the teacher....				With minimal prompting from the teacher....				Without prompting from the teacher....			
<b>OBSERVATION</b>	Learner uses one of her senses to observe basic information	Learner uses at least one of her senses to observe basic information	Learner notices detailed characteristics and phenomena	Learners <b>extend/apply their observations</b> to related objects and/or events	Learner uses one of her senses to observe basic information	Learners participate in carrying out the experiment	Learners participate in carrying out the experiment and ask "how", "what", and/or "why"	Learner expresses <b>strong sense of wondering</b> and carries out additional experiments	Learner uses one of her senses to observe basic information	Learners participate minimally in carrying out the experiment	Learners draw basic conclusions	Learner struggles to express what she did	Learners use data to <b>clearly articulate their</b> observations, approach and findings with detail, and use <b>creative methods</b> to present them	Learners present minimal understanding of the relevant concepts	Learners present <b>evidence of in-depth understanding</b> of relevant concepts; theories or principles	
<b>INVESTIGATION</b>	Learner uses one of her senses to observe basic information	Learners participate in carrying out the experiment	Learners draw detailed conclusions	Learners draw basic conclusions	Learners draw basic conclusions	Learner struggles to express what she did	Learners use data to <b>clearly articulate their</b> observations, approach and findings with detail, and use <b>creative methods</b> to present them	Learners present minimal understanding of the relevant concepts	Learners present <b>evidence of in-depth understanding</b> of relevant concepts; theories or principles							
<b>REASONING</b>	Learner uses one of her senses to observe basic information	Learners draw detailed conclusions	Learners draw basic conclusions	Learner struggles to express what she did	Learners use data to <b>clearly articulate their</b> observations, approach and findings with detail, and use <b>creative methods</b> to present them	Learners present minimal understanding of the relevant concepts	Learners present <b>evidence of in-depth understanding</b> of relevant concepts; theories or principles									
<b>COMMUNICATION</b>	Learner uses one of her senses to observe basic information	Learners draw detailed conclusions	Learners draw basic conclusions	Learner struggles to express what she did	Learners use data to <b>clearly articulate their</b> observations, approach and findings with detail, and use <b>creative methods</b> to present them	Learners present minimal understanding of the relevant concepts	Learners present <b>evidence of in-depth understanding</b> of relevant concepts; theories or principles									
<b>UNDERSTANDING</b>	Learner uses one of her senses to observe basic information	Learners draw detailed conclusions	Learners draw basic conclusions	Learner struggles to express what she did	Learners use data to <b>clearly articulate their</b> observations, approach and findings with detail, and use <b>creative methods</b> to present them	Learners present minimal understanding of the relevant concepts	Learners present <b>evidence of in-depth understanding</b> of relevant concepts; theories or principles									

### 3.0 3.0 Sample Scheme of Learning for Science

#### 3.1 3.1 Yearly Scheme of Learning

**Table 3.1: Yearly Scheme of Learning - B1**

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	Living and non- living things	Earth science	Forces and movement
2	Living and non-living things	Earth science	Forces and movement
3	Living and non-living things	Earth science	Personal hygiene and sanitation
4	Living and non-living things	Life cycles of organism	Personal hygiene and sanitation
5	Materials	Life cycles of organism	Personal hygiene and sanitation
6	Materials	The human body systems	Personal hygiene and sanitation
7	Materials	Ecosystem	Diseases
8	Materials	Sources and forms of energy	Science and industry
9	Earth science	Sources and forms of energy	Science and industry
10	Earth science	Electricity and electronics	Science and industry
11		Electricity and electronics	Climate change

### 3.2 Term Scheme of Learning

**Table 3.2: Suggested format for writing Scheme of Learning for B1 Term 1**

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
			B1.1.1.1	B1.1.1.1 B1.1.1.2.1	Plants and animals in the environment plastic, stones, pictures, videos, paper, pencils, crayons
1 & 2.	Diversity of Matter	Living and non- living things	B1.1.1.2	B1.1.1.2.2	
				B1.1.1.2.3	
			B1.1.2.1	B1.1.2.1.1	Metals, woods, plastics, soil, textiles, water, stones, paper, pencil, crayons, balloon, gari, water , sand, Milo, salt, sugar, milk powder
3		Materials	B1.1.2.2	B1.1.2.1.2	
			B1.1.2.3	B1.1.2.2.1	
				B1.1.2.3.1	
			B1.2.1.1	B1.2.1.1.1 B1.2.1.2.1	
4	Cycles	Earth Science	B1.2.1.2	B1.2.1.3.1	Torch, candles, matchstick, lantern, paper, pencils, crayons, wells, rivers, streams
			B1.2.1.3	B1.2.1.4.1	
			B1.2.1.4	B1.2.1.4.2	
5		Life Cycles of Organisms	B1.2.2.1	B1.2.2.1.1	Plants, seeds, hand lens, paper, pencils, crayons, fruits
				B1.2.2.1.2	



6	Systems	The Human Body Systems	B1.3.1.1	B1.3.1.1.1	Learners, pictures, videos, paper, pencils, crayons
		Ecosystems	B1.3.2.1.1	B1.3.2.1.1	Trees, birds, insects, bush, pond
7	Forces and Energy	Sources and Forms of Energy	B1.4.1.1	B1.4.1.1.1	Candle, torch, hot tea, ice cream, ice block, hot water, room temperature water, cold water, phone
			B1.4.1.2	B1.4.1.2.1	
8		Electricity and Electronics	B1.4.2.1	B1.4.2.1.1	Light switches, flashcards, sound system, paper, pencils, local electrical appliances, common electrical devices
			B1.4.2.2	B1.4.2.2.1	
9		Forces and Movement	B1.4.3.1	B1.4.3.1.1	Balls, boxes, tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle opener
			B1.4.3.2	B1.4.3.2.1	
10	Humans and the Environment	Personal Hygiene and Sanitation	B1.5.1.1	B1.5.1.1.1	Soap, sponge, water, towel, paper, pencil, crayons, toothbrush, toothpaste, chewing stick, disinfectant
			B1.5.1.1	B1.5.1.1.2	
			B1.5.1.1	B1.5.1.1.3	
11			B1.5.1.2	B1.5.1.2.1	
		Diseases	B1.5.2.1	B1.5.2.1.1	Pictures, videos, skin creams/ointments, laptop, phones, watches, radio,
					thermometer, clay, blue tack, foods of all types
		Science and Industry	B1.5.3.1	B1.5.3.1.1	

12			B1.5.3.2	B1.5.3.2.1	Thermometer, bottle of petrol, wilted crops
		Climate Change	B1.5.4.1	B1.5.4.1.1	

### 3.3 SAMPLE LESSONS

#### LESSON 1

Date: 14/03/2019	Period: Double period	Subject: Science
Duration: One hour		Strand: Systems
Class: B1	Class size: 50	Sub-strand: The Human Body Systems
Content Standard: B1.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function	Indicator: B1.3.1.1.1 Identify the external human body parts by their appropriate names (e.g. eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest)	Lesson: 1 (Based
Performance Indicator: Learners can identify the human body parts with their appropriate names and understand the interdependency of the parts.	Core Competencies/Values: Personal Development and Leadership; Digital Literacy; Critical Thinking and Problem Solving; Creativity and Innovation	
Keywords: External, eyes, ears, mouth, nose, legs, hands, shoulders, knees, fingers, toes and chest		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Have the learners stand and form a circle. Sing the following words, have them use body actions to do the movements in the song. Teacher models, and leads the movements throughout the song. E.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”.	Pictures/ flashcards of parts of the human body, an outline drawing of the human body, pencils, crayons, erasers, cello tape, broadsheets of paper
Phase 2: Main (new learning including assessment)	<ul style="list-style-type: none"> <li>Have learners get into pairs and identify external parts of the human body on each other.</li> <li>Teacher uses videos; charts/pictures to guide learners identify the external parts of the</li> </ul>	

<p>20 minutes</p>	<p>human body.</p> <ul style="list-style-type: none"> <li>• Put learners into groups and give each group flash cards of parts of the human body.</li> <li>• Asks learners in their groups to arrange the flash cards of body parts to form the human body on a cardboard.</li> <li>• Ask each group to display their work for discussion.</li> <li>• Ask each learner to draw an outline of the human body, put in the eyes, ears, mouth, nose, and chest, and use a colour of their choice to colour their drawing.</li> <li>• Learners display their work for discussion</li> <li>• Learners build a human body using clay or blue tack.</li> </ul> <p>Assessment</p> <p>Why is it good to have all the parts of the human body working well?</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Teacher moves round the groups to find out the progress learners are making with respect to the task given them and where necessary ask questions to guide them.</p> <p>Teacher facilitates the presentations and sum up the learning outcomes.</p>	

## LESSON 2

Date: 15/03/2019	Period: 3	Subject: Science	
Duration: One hour		Strand: Humans and the Environment	
Class: B2	Class size: 42	Sub-strand: Science and Industry	
Content Standard: B2.5.3.1 Recognise the impact of science and technology in society	Indicator: B2.5.3.1.1 Identify the technological devices used in the community and describe their impact	Lesson 1 of 1 (Based on the demands of the indicator).	
Performance Indicator: Match identified devices with their uses		Core Competencies/Values: DL, CC, CP, CG	
Key words: Technology, Science, everyday life			
Phase/Duration	Learners activities	Resources	
Phase 1: Starter (preparing the brain for learning) 5minutes	Put the learners into groups. Play a game of seeing which group can list the highest number of technologies they have seen in society. Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins!		
Phase 2: Main (new learning including assessment) 20 minutes	<p>Present some products of technology that can be seen in the community, e.g. mobile phones, toy cars, laptops, watches, radio sets, fans, etc.</p> <p>Guide learners to identify the devices and their uses.</p> <p>Learners listen to stories on how some technological devices were invented. Explain that Science is the foundational subject that leads to technology.</p> <p>Describe some African inventors, such as the three learners at All Nations University who, in 2017, sent the first satellite into space from Sub-Saharan Africa and Prof. Francis Allotey.</p>	Mobile phones, toy cars, laptops, watches, radio sets, fans, etc.	

	<p>Let learners brainstorm to find out what will happen if there were no modern technological devices in the community.</p> <p>Assessment</p> <p>Learners should think of a futuristic idea for a technological device or system that will improve their communities. They should sketch it out on paper and describe it.</p>	
<p>Phase 3: Plenary/ Reflections (learner and teacher) 5 minutes</p>	<p>Assemble relevant technological devices prior to the lesson</p> <p>Supervise learners to operate the provided technological devices</p> <p>Ensure fair distribution of questions (in terms of gender and learning abilities of learners)</p>	

### LESSON 3

Date: 15/03/2019	Period: 3&4	Subject: Science	
Duration: One hour		Strand: Diversity of Matter	
Class: B3	Class size: 40	Sub-strand: Materials	
Content Standard: B3.1.2.1 Recognise materials as important resources for providing human needs	Indicator: B3.1.2.1.1 Identify the uses of everyday materials and link the uses to their properties	Lesson 1 of (Based on the demands of the indicator).	
Performance Indicator: Learners can identify the uses of everyday materials, link the uses to their properties and design different things from materials		Core Competencies/Values: Critical Thinking and Problem Solving Digital Literacy, Communication and Collaboration, Personal Development and Leadership	
Key words: Materials, wood, plastics, metals, cotton wool			
Phase/Duration	Learners activities	Resources	

<p>Phase 1: Starter (preparing the brain for learning)  5minutes</p>	<ul style="list-style-type: none"> <li>• Teacher asks learners to look around the classroom and tell the class what they see.</li> <li>• Learners respond: “I see a school bag, a pen, an eraser, a ruler, etc”.</li> <li>• Teacher explains that all the items learners have mentioned are all materials, which are found in our environment.</li> </ul>	<p>Wood, plastics, papers, metals, rubber bottles, tins of milk, empty biscuit rappers, pencils, crayon, earrings, tissues, toilet rolls, etc.</p>
<p>Phase 2: Main (new learning including assessment)  20 minutes</p>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Show learners real samples of wood, plastics, paper, metals, leather and cotton.</li> </ul> <p>Learners examine the material samples and make comments.</p> <ul style="list-style-type: none"> <li>• Show learners pictures and videos of common uses of materials e.g. Wood, plastics, paper, metals, leather, cotton, and more materials.</li> <li>• Learners use think-pair-share to discuss the uses of the materials in the video or pictures.</li> <li>• Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes.</li> <li>• Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics.</li> <li>• In pairs, learners create some products from a material or a</li> </ul>	<p>Mobile phones, toy cars, laptops, watches, radio sets, fans, etc.</p>

	<p>combination of materials and display their products.</p> <ul style="list-style-type: none"> <li>• Visit learning groups to provide support were necessary.</li> </ul>
<p>Phase 3: Plenary/ Reflections (learner and teacher) 5 minutes</p>	<p>Give learners opportunity to talk about what they have learnt.</p> <p>Elaborate more on learners ideas writing key points on the board. We have learnt about materials. We now know that materials are important and can be used for other products. Summarise lesson.</p>

## Lesson 4

Date: 15/03/19	Period: Single Period	Subject: Integrated Science
Duration: One hour		Strand: Energy and Forces
Class: B4	Class size: 50	Sub-strand: Electricity and Electronics
Content Standard: B4.4.2.1 Demonstrate knowledge of generation of electricity, its transmission and transformation into other forms.	Indicator: B4. 4.2.1.2 Describe ways of conserving electricity	Lesson: 1 of 1 (Based on number of indicators)
Performance Indicator: Learners can demonstrate ways of conserving electricity in the home.		Core Competencies/Values: Personal Development and Leadership; Digital Literacy; Critical Thinking and Problem Solving; Creativity and Innovation; Cultural Identity and Global Citizenship
Key words: appliance, gadget		
Phase/Duration	Learners' activities	Resources
<p>Phase1: Starter (preparing the brain for learning) 5 minutes</p>	<p>If there is light or an electrical appliance in the classroom or compound, have learners turn it on and explain why it would not be good to leave it on.</p> <p>Teacher asks learners the following question: What makes the fridges and televisions in the homework?</p>	<p>Pictures of some home appliances Lights or appliances in the room</p>

	<p>Which appliances in the home consume more electricity?</p> <p>How can we reduce electricity consumption in the home?</p>	
<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<p>Activity</p> <ul style="list-style-type: none"> <li>• Ask learners to explain why their parents put off lights, televisions and other electrical appliances when leaving the house.</li> <li>• Discuss with learners what happens when electrical gadgets such as heaters and pressing irons are left on when leaving the house.</li> <li>• Learners work in groups to discuss activities that contribute to wastage of electricity.</li> <li>• Learners present their ideas to class for discussion.</li> </ul> <p>Assessment</p> <ol style="list-style-type: none"> <li>1. What appliances use the most energy in the home?</li> <li>2. What are some ways you can conserve energy in your home?</li> <li>3. What are some examples of energy-conscious products?</li> </ol> <p>Project: Monitoring electricity consumption in the home</p> <p>Learners record the amount of electricity they consume in their homes per month for three (3) months and report on their findings.</p> <p>Which month did they consumed most electricity and why?</p> <p>Bottle tops straws, sticks, shells and any other material that can be used for counting in the environment.</p>	
<p>Phase 3: Plenary/ Reflections (learner and teacher) 5 minutes</p>	<p>Teacher facilitates the group discussions by chipping in from time to time since this topic will seem a bit abstract to most learners.</p> <p>Teacher sums up the learning outcomes.</p>	



**LESSON 5**

Date: 25/05/2019		Period: 6	Subject: Science
Duration: 1 hour		Strand: Systems	
Class: B5	Class size: 35		Sub-strand: Ecosystem
Content Standard: Show understanding of ecosystems, interdependency of organisms in an ecosystem and appreciate the interactions		Indicator: Know how various organisms are adapted to survive in their habitat (B5.3.3.1.1)	Lesson 1
Performance Standard: Mention the adaptations of organisms to different habitats		Core Competencies/Values: Communication and Collaboration, Digital Literacy, Leadership and Personal Development, Critical Thinking and Problem Solving	
Key words: Habitat, ecosystem			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 15 minutes	Take learners on a walk around the community. Direct them to locate animals and their respective homes, e.g. birds on a tree, grasshoppers in grassland, and frogs/fish in a pond.	None	

<p>Phase2: Main (new learning including assessment) 35 minutes</p>	<ul style="list-style-type: none"> <li>Learners engage in group-matching activity using flashcards (write the names of different organisms on flashcards and a list of habitats on another set of flashcards. Hand out one card to each student. When the teacher says “Go!”, the learners should move around the room until they find their pair. When the pair is complete, they should raise their hands.</li> <li>Teacher leads the learners through a discussion on the various habitats of birds, mammals, reptiles and insects.</li> </ul>	<p>Flashcards with pictures of organisms and flashcards with pictures of their habitats.</p>
	<ul style="list-style-type: none"> <li>Brainstorm with learners to come out with the meaning of the term habitat.</li> <li>Learners are asked to give examples of animals that live in water, land and trees.</li> <li>Learners explain why a bird cannot live in water.</li> </ul>	
	<ul style="list-style-type: none"> <li>Learners are assisted to discuss how various organisms adapt to their habitat, e.g. what enables fish to live in rivers, birds to live on trees?</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>Learners fill out a table that shows pictures of local animals on the left column. The student with the name of the habitat should fill the middle column that it lives in. The student with any adaptations the animal has had to make to live in that habitat should fill the right column.</li> </ul>	
<p>Phase 3: Plenary/ Reflections (learner and teacher) 10 minutes</p>	<ul style="list-style-type: none"> <li>Make prior visits to various sites prior to the fieldtrip</li> <li>Supervise all learners during the field trip</li> <li>Form mixed ability groups for the matching activity Independent</li> </ul> <p>Activity/Homework:</p> <p>Create a nature journal (template attached). Have learners create their first entry by writing about the various animals</p>	

	that they observe around their homes and what adaptations they have made to live in that habitat.
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### Lesson 6

Date:15/03/19		Period:	Subject: Science
Duration: One hour		Strand: Diversity of Matter	
Class: B6	Class size: 45		Sub-strand: Materials
Content Standard: B6.1.2.1 Recognise materials as important resources for providing human needs		Indicator: B6.1.2.1.2 Investigate the uses of metals in everyday life and link the uses to their properties	Lesson 1 of 2 (Based on number of indicators)
Performance Indicator: Learners understand that the uses of metals depend on their properties and that different metals are used for different purposes.		Core Competencies/Values: Personal Development and Leadership; Digital Literacy; Critical Thinking and Problem Solving; Creativity and Innovation; Cultural Identity and Global Citizenship	
Key words: Key words: metal, malleable, ductile			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5minutes	Metals are among the most important materials on earth. Many of the things we use in the home are made of metals.  Enter the class with a ringing bell and ask learners which substances make sounds like the bell.	Pictures of some metallic objects	
Phase 2 : Main (new learning including assessment) 20 minutes	Learner activity <ul style="list-style-type: none"> <li>Teacher's displays different objects made from metals and engage learners in groups to write names of the objects and present their answers in class.</li> </ul>		









	<ul style="list-style-type: none"> <li>• Learners discuss and come out with uses of metals by observing the objects displayed in class or from a video, (these include farm tools, jewellery, ornaments, cars, bridges, metallic spoons).</li> <li>• Link the use of the metal to its property, e.g. copper is used to make wires because it ductile, aluminium is used to make roofing sheets because it is malleable.</li> <li>• Learners present their ideas to class for discussion.</li> </ul> <p>Assessment</p> <p>Give an example of a metal and what it is used for and explain why it is used for that purpose.</p>	
<p>Phase 3: Plenary/ Reflections (learner and teacher) 5 minutes</p>	<p>Teacher facilitates the group discussions by chipping in from time to time since this topic will seem a little more difficult for most learners.</p> <p>Teacher sums up the learning outcomes.</p>	

### 3.4 WORKSHEETS

#### Worksheet 1

Indicator: B1.3.1.1.1 Identify the external human body parts

How many body parts?

I have _____ eyes.	
I have _____ mouth.	
I have _____ ears.	
I have _____ fingers.	
I have _____ legs.	
I have _____ arms.	
I have _____ toes.	
I have _____ nose.	

## Worksheet 2

**Indicator: Identify the technological devices used in the community and describe their impact (B2.5.3.1.1)**

1. Look at the following picture of a town in Ghana. Circle areas of the town that can be improved through technology. What kind of technology can help?



2. Which of the following items were created using technology?

Phone            Laptop  
Freezer          Watch  
Lamp             Chair  
School bag      Hairbrush

3. Many young people in Ghana are creating innovations in technology to improve lives. Read this list of some of them. Ask your parents to help you find more information on them.

Kwami Williams–Founded Moring a Connect, where he developed technologies to help Moring a farmer’s process their crop, develop it in tools and food for sale internationally.



Sesinam Dagadu –developed a nap called Snoot Code to give each property in Ghana a unique code so that people can easily find homes and shops.



Charles Ofori Antipem & Michael Afrifa – invented the Science Set, a box of science equipment they are aiming to get to all Ghanaian learners.



Benjamin Bonsu, Joseph Kojo-Krobo, Ernest Teye Matey – the learners from All Nations University who launched the first satellite to space coming from Sub-Saharan Africa

### Worksheet 3

**Indicator: B3.1.2.1.1 identify the uses of everyday materials and link the uses to their properties**

1. What would happen if the only material around us were paper?

.....

2. **Observe your environment. Identify and write three materials made of plastics.**

.....

3. Why are materials important?

.....

.....

4. What material is the item in the picture made of?



**Worksheet 4**

**Indicator: B4. 4.2.1.2 Describe ways of conserving electricity**

**How much electricity do I really use?**

Waking up

Alarm clock or radio..... 2

Total..... A: \_ \_ \_ \_ \_

Breakfast

Microwave..... 2

Refrigerator..... 3

Total..... B: \_ \_ \_ \_ \_

Ready for school

Air Conditioning..... 10

Radio..... 2

Television..... 3

Cell phone..... 2

Total..... C: \_ \_ \_ \_ \_

\_\_\_\_\_



Room lighting

Bedroom.....	2
Washroom.....	2
Kitchen.....	2
Living room.....	2
Total.....	D:    - - - - -

Getting to school

Walk.....	0
Bicycle.....	0
Bus.....	1
Ride sharing.....	2
Family vehicle.....	5
Total.....	E:    - - - - -

After school

Air Conditioning.....	10
Travel in vehicle.....	5
Lights.....	2
Cell phone.....	2
Television.....	3
Total.....	F:    - - - - -

Late night

Air Conditioning.....	10
Microwave.....	2
Refrigerator.....	3
Lights.....	2
Television.....	3
Cell phone.....	2
Total.....	G:    - - - - -

Add A + B + C + D + E + F+ G in order to get your Electricity Use Score!




If your Electricity use score is more than 30, you need to look for ways to reduce your consumption!

If your Electricity Use Score is less than 30, great job! You are helping the Earth and saving your money!

## WORKSHEET 5

### Indicator B5.3.3.1.1: Know how various organisms are adapted to survive in their habitat

1. Create a model habit that you have observed around the school or your home. You can use cardboard, blu tack, markers, straw, sticks, etc. to create a 3-D representation of it.
2. Complete the following table

Animal	Habitat	Any Adaptations Made
		
		
		

3. Write the names of three animals that may be found in the following habitat:



- Ghana is a very diverse country. There are many different types of habitats that can be found around the country. Can you name some of the different habitats that you think may exist in other parts of the country?
- In which part(s) of Ghana can you find the sea animals? Why can you not find them in all parts of the country?



Fun Fact: This particular species of monkey is believed to only live in Ghana! Do you know which region? What is the name of the monkey's sanctuary where you will find this?

## Worksheet 6

**Indicator: B6.1.2.1.2 investigate the uses of metals in everyday life and link the uses to their properties**

**Provide two (3) properties of each metal listed below.**

Metal	Property 1	Property 2	Property 3
Gold			
Silver			high luster
Copper	red/brown colour		
Iron		easily rusts	
Aluminium			
Zinc	malleable		

**Match the metals in column 1 with their uses in column 2.**

Column 1

Gold

Silver

Copper

Iron

Aluminium

Zinc

Column 2

roofing sheets

jewellery

wiring for machines

preventing rusting on other metals

making mirrors

farm tools

Write about the metal that you use the most every day! What does it look like? What

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used eosin serve for you? What would happen if you did not have this metal anymore?

### 3.5 Practical Science Lesson Resources

#### Basic 1

##### B1 1.1.1.1 Observe and describe different kinds of things in the environment

###### Observe and Tell

**Materials:** outdoor area, market, school compound

**Setup:** Send the learners outdoors into the designated area, market, or school compound under the supervision of an adult.

**Procedure:** The learners observe their surroundings and take special note of 3-5 objects. After returning to the classroom, the learners describes every things they saw during the excursion, including how things work together, similarities and differences amongst objects, etc.

**Observations:** The learners should take note of a variety of things including animals, plants, people, buildings, etc.

really , they also recognise how several of the things they see work together in a system.

**Theory:** Learners can use a variety of their senses (sight, hearing, smell, taste, touch) to observe and analyse the world around them.

**Applications:** Developing and maintaining situation awareness (e.g. observing and recognising landmarks).

##### B1.5.1.1.3 Demonstrate understanding of the need for and how to wash the hands Wash Your Hands!

**Materials:** soap, palm oil, and water

**Setup:** Have learners line up in a row outside for this activity and tell them to be careful in order to avoid getting the materials on their clothing.

**Procedure:** Pour a small amount of palm oil on each learners hand and tell them this represents germs. Have them try to wash the palm oil off with water.After,have them use soap to wash the palm oil off their hands.

**Observations:** The palm oil (germs) do not come off of their hands with water alone! Soap is needed to effectively take the germs and dirt away!

**Theory:** Cleaning the hands regularly is essential to keep the hands clean and to avoid spreading disease.

**Applications:** Doctors and dentists must wash their hands before treating patients in order to avoid spreading disease and to take good care of their patients.

### **B1. 5.3.2.1 Identify foods that can be processed and preserved at home**

#### **Carbohydrate Collection**

**Materials:** common sources of carbohydrate (sugar, kenkey, banku, eba, etc.), learners' Lunches

**Setup:** Make sure there are available resources around.

**Procedure:** Place small samples of each kind of food out on the table and ask the learners to identify them. Then have them name other foods they eat regularly at home and at school.

**Observations:** Carbohydrates are a very common and affordable type of food that can easily be found in the community.

**Theory:** It is important to eat carbohydrates in order to get enough starch in your diet, which gives you quick energy.

**Applications:** Different kinds of carbohydrates provide different amounts of starch and varying levels of fibre.

## **Basic 2**

### **B2.1.1.2.2 Group things collected from the environment into living and non-living things**

#### **Alive or Not Alive?**

**Materials:** several non-living and living things (toys, small objects, rocks, plants, pets)

**Setup:** arrange the objects on a table in front of the learners

**Procedure:** Instruct the learners to identify whether each object is alive or not alive, and then explain the reasoning behind each choice.

**Observations:** Learners will see that there are certain characteristics that living things have and certain characteristics that non-living things have.

**Applications:** Learners will be able to use this knowledge when it comes to their daily activities such as farming, helping around the house, etc.

### **B2.4.3.1.1 Discover the effects of forces on objects**

#### **Carrying a Load on the Head**

**Materials:** a bucket filled with water or any type of mass (rocks, books, etc.), a cloth pad to carry things on the head with

**Procedure:** Instruct the learners to carry the bucket on their heads without the cloth pad. Then instruct them to carry the bucket, but to put the cloth pad on their heads first.

**Observations:** The bucket is easier to carry when they are using the cloth pad.

**Theory:** The cloth pad distributes the force (pressure) exerted by the bucket, thereby making it easier to carry.

**Applications:** Carrying loads on heads is a common occurrence. Every time a child carries a heavy load, they are able to use this knowledge to make life easier (and less painful).

### **B2.5.4.1.1 Explain some common human activities that are harmful to the environment**

#### **Polluting the Water**

**Materials:** bucket of water, rubbish, bleach or other chemical

**Setup:** Pour some chemicals into the water

**Procedure:** Instruct the learners to toss their day's rubbish, such as toffee wrappers, paper, into the bucket of water throughout the day. They can also pour in some harmful chemicals.

**Observations:** By the end of the day, the water in the bucket will be absolutely disgusting.

**Theory:** Explain to the learners that the bodies of water in their community will look like the bucket of water if they are not careful to keep from pouring polluting chemicals into the water and throwing trash in the water.

**Applications:** Encourage the learners to pledge to keep their local water sources clean.

## **Basic 3**

### **B3.1.2.1 Identify the uses of everyday materials and link the uses to their**

#### **properties Arranging Shapes**

**Materials:** paper, scissors

**Setup:** Cut out 4 triangles, 4 squares, 4 circles, 4 rectangles, etc. of several different colours of paper. Ensure that the shapes are different sizes (e.g., all the circles are different sizes, etc.) Mix up the shapes.

**Procedure:** Task the learners with finding out how many ways they can group the shapes. Encourage them to form patterns, etc.

**Observations:** There are different ways of sorting the shapes (e.g., you can sort them according to size, shape, colour, etc.)

**Theory:** There are often several different ways of classifying a group of items.

**Applications:** Everyday materials, animal and plant classification systems.

### **B3.4.1.2.1 Know heat as a form of energy and identify some sources of heat**

#### **Candle Flame and Heat Transfer**

**Materials:** candle, nail

**Setup:** light the candle.

**Procedure:** Instruct a student to put an end of the nail into the candle flame and explain what he or she feels. Instruct a student to hold his or her hand above the candle flame and to explain what he or she feels. Then instruct the student to hold

his or her hands a distance away from the side of the candle flame and explain what he or she feels.

**Observations:** All three actions transfer heat to the student's hand.

**Theory:** The first action demonstrates conduction, which happens when there is heat transfer through a direct connection with the heat source. These conditions demonstrate convection, when air currents facilitate the heat transfer. The third action demonstrates radiation.

**Applications:** This can help learners utilise heat energy in everyday life, as well as have the knowledge to stay safe.

### **B3.5.3.2.1 Describe the ways foods get spoiled**

#### **Mouldy Bread**

**Materials:** bread, plastic bag

**Setup:** Sprinkle some water on the bread, put the bread into the plastic bag, and tie the end of the plastic bag tightly.

**Procedure:** Leave the bread out for several days and observe what happens.

**Observations:** Mold will begin to grow on the bread.

**Theory:** There are spores in the air (fungi such as mold grow from spores) and they thrive in a moist, warm environment. When the damp bread was left out, the spores grew into mold on the bread.

**Applications:** Cold temperatures can prevent spores from growing into fungi. That is why refrigerating or freezing bread can preserve it.

## **Basic 4**

### **B4.1.2.2.1 identify a liquid-liquid mixture and describe how to separate its components**

#### **Liquids**

**Materials:** oil, water, soap, glycerine,

**Setup:** Mix different samples of the liquids together

**Procedure:** Ask the learners to explain how the different liquids mix together. Do they mix to form one uniform substance, or do the liquids remain separate or separate out after being shaken together. Ask them to brainstorm ways to separate the liquids.

**Observations:** Some liquid-liquid mixtures can be separated by simply letting them sit. Others can be separated by boiling them because the different liquids have different boiling points.

**Theory:** Liquid-liquid mixtures can be heterogeneous or homogeneous, depending on what liquids are used.



### **B4.2.1.2.1 Identify the objects in the sky during day and night**

#### **Astronomy Journal**

**Materials:** pencils, paper

**Procedure:** Instruct the learners to study the sky at a particular time of day and a particular time of night for a week and to record what they see (sun, clouds, moon, stars, etc.) Then have them investigate, using textbooks or other media, what causes each sky feature to look the way it does (e.g. the moon reflects the sun's light, etc.)

**Observations:** During the day, the learners will probably see the sun and clouds. At night, they will see the moon and stars.

**Theory:** The cyclic nature of day and night causes the sky to look different at different times of day.

### **B4.3.2.1 Explain that the sun is at the centre of the solar system**

#### **Student Solar System**

**Materials:** chair, paper, crayons

**Procedure:** Place a chair at the centre of a large space in order to represent the sun. One student sits in the centre.

Now ask 8 learners to go around the chair in circles to represent the planets. The learners should make signs stating which planet they represent. The radius of each circle should correspond to the distance of the respective planet from the sun.

Have the learners discuss in groups why there may not be life on the outer planets (because they are too far away from the sun).

### **B4.5.2.1.2. Demonstrate understanding of the causes, symptoms and prevention of food-borne diseases**

#### **Indigestion**

**Materials:** egg shells, vinegar

**Procedure:** Put some vinegar in a cup and drop some egg shells in. Observe what happens. Explain that indigestion is a burning pain in the chest and/or stomach-ache caused by eating spoiled food, eating too much, or consuming too much fatty food.

**Observations:** The eggshell will dissolve in the vinegar, because vinegar is acidic.

**Theory:** Indigestion is caused by acid in the stomach coming up into the oesophagus, which results in burning pain. Acid is corrosive, as shown by the experiment with the eggshells and vinegar.

**Applications:** Tell learners they should be careful not to eat spoiled food, and avoid eating too much fat or overeating in order to prevent indigestion.



## Basic 5

### B5.2.1.3.2 Know how clouds are formed

#### Make your Own Cloud!

**Materials:** Glass jar, hot water, ice cubes, plastic bag, black paper, matches

**Setup:** Tape the piece of black paper halfway up the jar. Fill the jar with hot water and leave it for a minute before pouring most of it out, leaving about 2 centimetres of water in the jar.

**Procedure:** Light a match and hold it over the jar opening for a bit before dropping it into the water. Then quickly put the plastic bag with ice cubes over the opening of the jar.

**Observations:** A “cloud” of water droplets forms in the jar.

**Theory:** When the air that had been warmed by the hot water and the match met the cold air, they created a cloud of water droplets.

### B5.3.1.1.1 Know the parts of the respiratory system in humans.

#### Breathing Model

**Materials:** plastic bottle, balloons, plastic bag, string/rubber band

**Procedures:** Cut the bottom off a plastic bottle. Attach a balloon over the bottle mouth so it hangs inside. Fix piece of plastic bag over the cut base end using string or a rubber band. Pulling the plastic bag down causes the balloon to inflate, pushing it up causes the balloon to deflate.

The balloon represents the lungs, the plastic bag the diaphragm, the bottle the thoracic cavity. Pulling the plastic bag down causes an expansion of the cavity bringing about inspiration and causing the balloon to inflate. Pushing the sheet up reduces the volume of the cavity, causing expiration and the balloon to deflate.

Tell learners that this model does not show the expansion and contraction of the rib cage.

### B5.5.4.1.1 Identify the impact of deforestation on climate change

#### Deforestation

**Setup:** Prepare learners to go on a short field trip to an area where all the trees have been cut down.

**Procedure:** Explain to learners that excessive cutting of trees leads to deforestation. Deforestation leads to more carbon dioxide in the air because trees usually absorb excess carbon dioxide. Too much carbon dioxide in the atmosphere leads to hotter temperatures and thus climate change, which melts polar ice and leads to rising sea levels.

**Observations:** If there were no trees, there would be even worse climate change.

**Theory:** Climate change destroys ecosystems, causes extinctions, alters weather patterns, causes flooding, etc.

**Applications:** Climate change is one of the greatest challenges facing the world right now. It is important to do your part to combat this challenge.

### **B5.5.1.1.1 Know why it is important to wash clothes regularly**

#### **Washing Clothes**

**Materials:** large bucket, soap, water, clothes

**Setup:** pour water into the bucket and dissolve some soap in the water

**Procedure:** Demonstrate how to wash the clothes correctly. Scrub them thoroughly in the soapy water and then rinse them with clean water.

**Observations:** The soapy water will turn dirty as you scrub the clothes, and the water should run clear when you are doing the final rinse.

**Theory:** It is important to wash your clothes frequently, thoroughly in order to remove the dirt in the clothes, and to kill the bacteria and viruses that may be on the clothes.

**Applications:** One of the school rules is that all learners must have clean uniforms. If you know how to wash your clothes well, you will be able to keep your school uniform clean at all times.

### **Basic 6**

#### **B6.2.2.1.1 Know the materials needed for the survival of plants in the (water, carbon dioxide, oxygen, sunlight)**

##### **Photosynthesis is a Chemical Process**

**Materials:** pieces of paper, pencils/pens, matchsticks

**Setup:** Write the words “light”, “oxygen”, “water”, “chlorophyll”, “glucose”, “carbondioxide” on pieces of paper.

**Procedure:** Instruct the learners to arrange the pieces of paper in the correct order to show the chemical equation for photosynthesis. Use matchsticks as arrows and equals signs.

**Observations:** The steps of photosynthesis must happen in a very specific order and use specific substances in order for photosynthesis to be successfully carried out.

**Theory:** Carbon dioxide, water, chlorophyll, and light are needed for photosynthesis to occur, and the photosynthetic process produces glucose and oxygen.

**Applications:** plants produce a great deal of the oxygen in the air that we breathe.

#### **B6.3.3.1.1 Investigate various interactions in an ecosystem and the effect on humans.**

##### **Food Chain Links**

**Materials:** Paper/cardboard, scissors

Procedures: Cut links of the food chain from stiff cardboard. Label each link with one part of the food chain. Put the links together to make a chain. Make both simple and more complicated chains. An example of a food chain could be plant->insect>bird>Lion.

What happens if one link in them idle is removed? If an idle link is removed, many other links are impacted. Removing a single species can have a dramatic impact on the entire ecosystem.

### **B6.4.2.1.2 Identify the symbols used in representing various components in a given circuit diagram**

#### **Circuit Symbols Game**

**Materials:** pieces of paper, pictures of electrical components (if possible)

**Setup:** write the names of different circuit components on pieces of paper and glue pictures of different circuit components on other pieces of paper (or draw pictures of them)

**Procedure:** Have the learners play a memory card game. Turn the pieces of paper with the pictures of the circuit components upside down on one side of the table and the pieces of paper with the circuit component names upside down on the other side of the table. Have a learner pick up a card from either side of the table. If then acme of the component matches the picture of the component, the learners keeps the cards. If not, he or she replaces the mend another learner takes a turn. Keep playing until all the cards have been matched.

**Theory:** It is important to be able to recognise different parts of a circuit, especially if you are interested in electrical engineering or electronics.

Applications: If you are knowledge able about circuits, you will be able to replace circuit components when they are broken.

### **B6.1.2.2.1 Examine some uses of mixtures in everyday life Salt and Sugar Mixture (ORS)**

**Materials:** salt, sugar, water

**Setup:** Explain that when a person has diarrhoea, they are losing fluids and salts, and it is important to replace them with Oral Rehydration Solution (ORS).

**Procedure:** Mix a spoonful of salt and a spoonful of sugar in the water.

**Observations:** The mixture tastes unpleasant, but it is important to drink it if you have Diarrhoea in order to recover.

**Theory:** Salt and sugar will replace the salts that your body is losing, and the water will rehydrate you.

**Applications:** Give this mixture to anyone who has diarrhoea in order to help them recover.

### **Ideas for Science equipment you can make yourself**

#### **Thermometer**

**Materials:** bottle, pen tube, stopper/cork/rubber cylinder, food colouring, hot water bath

1. Fill a bottle (about 500 mL) with coloured water up to the rim.
2. Tightly fix a stopper carrying a narrow pen tube into the mouth of the bottle. The liquid level should be just visible above the stopper.
3. Now place the bottle into hot water and heat it for a short time.
4. The liquid level rises after heating.
5. When liquids are heated, they expand. A thermometer can be made by calibrating the change in volume according to temperature change for a given liquid.

## Indicators

Materials: Hibiscus leaves, hot water, bottle

1. Determine the presence of acid or base, determine pH
2. Place some coloured leaves into a bottle of warm water to extract the colour. Use a straw to drop onto solutions or prepare indicator paper by dipping thin strips into the coloured solution. Hibiscus turns red for acids and greenish blue for bases.

# RESOURCE PACK FOR CREATIVE ARTS

## 1.0 FRONT MATTER OF THE CREATIVE ARTS CURRICULUM

### 1.1 Rationale for Primary Creative Arts

Creative Arts provides the learner with the opportunity for self-exploration, self-expression, building of mental focus, physical dexterity (skilful use of hands), reduction of stress, and personal satisfaction and enjoyment. The skills acquired assist learners to improve their performances in other learning areas such as literacy and numeracy. Creative Arts also predisposes learners to the technical and vocational programmes in later years and to meet the demands of the modern world of work.

Additionally, Creative Arts develops a functional and all-round learner – 3H: Head (cognitive/mind/thinking), Hand (psychomotor/body) and Heart (affective/feelings) – with basic knowledge and understanding of diverse cultures, strong logical competencies, and arrange of comprehensive communication and interpersonal skills. Learners learn to handle a variety of challenges by coming out with suggested creative options and solutions.

### 1.2 Teaching Philosophy

In an evergrowing industrialised and technological society, there is the urgent need to generateal earning system that will not just give knowledge to individuals but also the necessary skills to develop the right values and attitudes. Creative Arts education is to guide the learner to acquire skills of inquiry, innovativeness, creativity, critical thinking and problem solving, collaboration and communication.

### 1.3 Learning Philosophy

Creative Arts respects the uniqueness of every learner. It develops individual talents based on the learning activities – music, dance, drama, drawing, modelling, casting, weaving etc. Learners are offered the opportunity to work at their own pace without discrimination or comparison. Activities in the Creative Arts provide the learner with various activities that promote critical thinking, brainstorming, decision making and learning. It helps learners to appreciate various aspects of the arts.

The Creative Arts curriculum is designed to be interactive, exciting and stimulating. This is to enable learners to discover their talents and develop their lifelong, core competencies, functional and foundational skills. The classroom environment (social and physical) should encourage learners to participate and collaborate. Learners understand and respect their skills, abilities and experiences as well as those of others.

### 1.4 General Aims

The Creative Arts curriculum is aimed at:

- developing individuals to become artistically literate in identifying and solving individual, family, community and national problems
- brainstorming, analysing and developing ideas
- designing, composing and creating artforms
- displaying and sharing products of the arts
- appreciating and appraising own works and those of others

- thinking creatively, acting collaboratively and inclusively with confidence and competence as a Ghanaian and a global citizen.

## 1.5 Specific Aims

The specific aims of the Creative Arts curriculum is to:

- educate the learner in Art and through Art (head, heart and hands or 3-H Therapy).
- Develop the learners' thinking capacity, reasoning power and an understanding of the world and its cultures.
- provide learners with the opportunity to respond and act creatively according to intuition.
- Instil in the learner a lifelong critical mind: analytical and problem solving skills, creative and innovative skills.
- develop the emotional, material, spiritual, cultural and intellectual life of an individual.
- strengthen the power of imagination, creative thinking and self-expression.
- Predispose the learner to technical, vocational and entrepreneurial skills needed or industrialisation.
- Develop in the learner the skill of appreciation and appraisal of the creative arts and the artists/artistes.

## 1.6 Instructional Expectations

Teachers are expected to:

- Lead learners to identify problems in the home, school and community that affect the individual, family, community and the country.
- Guide learners to discuss the effect of these problems on their education, health and sanitation, cultural beliefs and practices, job creation and employment, etc.
- Lead them to investigate the causes of these problems through interviews, visits, observations, reading and group or class discussions, etc.
- Guide learners through brainstorming activities, exploration with available tools, materials, instruments, materials and techniques (individually or in groups) to design, compose/make visual and performing arts forms to help solve an identified problem.
- Guide learners plan, display and share their artworks and compositions through exhibitions and performances with peers and other members of the community.
- Guide learners to appreciate, appraise and critique their works, document the outcomes, reflect creatively on their findings and use the feedback to undertake future projects.

## 1.7 Structure and Organisation of the Curriculum Scope and Sequence

STRANDS	SUB-STRANDS	CONTENT STANDARDS	B1	B2	B3	B4	B5	B6
Visual Arts	Thinking and exploring ideas	CS1: Demonstrate the ability to generate own ideas for artistic expressions on the people, their history, their culture, the environment and topical local/national/global issues	√	√	√	√	√	√
Performing Arts	Planning, making and composing	CS2: Demonstrate the ability to organise own ideas through experimenting with available media and techniques for creating/composing artworks that reflect the history, culture, environment and topical local/national/global issues of other communities	√	√	√	√	√	√
		CS3: Demonstrate the ability to create expressive artworks based on own ideas by applying knowledge of media and methods of production to reflect other cultures in Africa, the visual artists, their culture, the environment and emerging topical issues	√	√	√	√	√	√
	Displaying and sharing through exhibition and performance	CS4: Demonstrate the ability to plan a display/presentation of a portfolio of own artworks by identifying, and preparing a venue, selecting and grouping of artworks and inviting target audience for the planned display/performance.	√	√	√	√	√	√
		CS5: Demonstrate the ability to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	√	√	√	√	√	√

	Appreciating and appraising	CS6: Demonstrate the ability to analyse, appreciate, appraise/critique and present report on own works and that of others based on established criteria for judging artworks (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values), the recordings and reports	√	√	√	√	√	√
		CS7: Demonstrate the ability to make informed decisions on displays, presentations, performances, recordings and/or reports based on established criteria for judging art works (the theme, subject matter, media, techniques, elements and principles of design, social, aesthetic, cultural and functional values) for correlation, correction and future modifications	√	√	√	√	√	√



## Sample Assessment Tasks

Content Standard	Indicator	Assessment for learning	Assessment as learning	Assessment of learning
CS3: Demonstrate the ability to create expressive works based on own ideas that reflect the environment and emerging topical issues	B1.1.2.3.1 (Visual Arts) Create own drawings and paintings based on artworks produced or found in the local community that reflect the history and culture of the local community.	In the course of the lesson:  Demonstrate manipulative skills in the correct use of tools and materials following a preferred process to create a two-dimensional or three-dimensional artwork	Before the lesson:  Reflecting and selecting an idea through brainstorming and coming out with a “comprehensive” design for reproduction.	End of term Exam:  Learners display their portfolio of works through an exhibition for “product assessment” based on an agreed criteria for grading and feedback
CS3: Demonstrate the ability to create expressive works based on own ideas that reflect the environment and emerging topical issues	B.1. 2.2.3.1 (Performing Arts) Create own music, dance and drama, selecting and safely using relevant materials, instruments and methods to express own ideas, that reflect the history and culture of the community	In the course of the lesson:  Demonstrate knowledge and skills in the correct use of movement patterns, elements, musical instruments, costumes and props to compose and perform own music, dance or drama.	Preparation for the lesson: Make inquiries about an emerging topical issue and reflect on its effect on the environment and/or man, and come-out with ideas compositions to sensitize, educate or warn the public.	End of Year Performance:  Learners perform their compositions (individually or as a group) for ‘product assessment’ based on an agreed criteria for grading and feedback

### 2.4 Use of Variety of Assessment Strategies (Demonstration Lesson)

Design assessment tasks for a content standard in the new Creative Arts Curriculum (focus on Knowledge, Skill and attitude/values).

## Assessing Knowledge

**BI 2.3.1 (Visual Arts): State and explain three skills for making either two- dimensional or three- dimensional artworks**

**BI 2.3.1 (Performing Arts): Select one performing art form and state three items (costumes & props) needed for a performance**

### Assessing Skills and Attitude

**Group Project: Design and make a functional object using an idea from an object found in the local environment.**



**Group Project: Simulation: Arrange and perform a simulation of road crossing to educate peers and the public on road safety.**



## SUGGESTED ASSESSMENT GUIDE

For an effective assessment of the learner, the following criteria have been suggested:

### 1. Visual Arts

S/No	Category	Task	Marks	Aspect of Assessment
1	Preparation	<ul style="list-style-type: none"> <li>• Choosing/selection of an idea/theme/ topic/title</li> <li>• Brainstorming and idea development etc.</li> </ul>		Assessment as learning (AaL) Assessment for learning (AfL)
2	Process	<ul style="list-style-type: none"> <li>• Making of sketches to reflect ideas/ themes etc</li> <li>• Exploring various options: media and techniques/methods</li> <li>• Making of the artwork: handling and use of materials, tools and equipment</li> <li>• Process skills</li> <li>• Observation of safety rules</li> <li>• Resourcefulness and creativity</li> <li>• Attitude and commitment to work</li> <li>• Sustainable use of materials</li> </ul>		
3	Product	<ul style="list-style-type: none"> <li>• Composition and layout</li> <li>• Creativity and originality</li> <li>• Technical proficiency</li> <li>• Finishing and suitability</li> <li>• Cultural relevance</li> <li>• Relevance to the theme</li> <li>• Durability and strength</li> </ul>		Assessment of learning (AoL)
4	Response	<ul style="list-style-type: none"> <li>• The ability to talk about the artworks using the correct vocabulary</li> </ul>		Assessment of learning (AoL)

## 2. Performing Art: Dance

S/No	Category	Task	Marks	Aspect of Assessment
1	Preparation	<ul style="list-style-type: none"> <li>Choosing/selection of an idea/theme/ topic/title</li> <li>Brainstorming and idea development etc.</li> </ul>		Assessment as learning (AaL)
2	Process	<ul style="list-style-type: none"> <li>Gathering of the movement material</li> <li>Development of movements into phrases</li> </ul>		Assessment as learning (AaL)
		<ul style="list-style-type: none"> <li>Creation of final choreographed movement patterns</li> <li>Timing of movements</li> <li>Trying dance movements in real life and rehearsal for performance</li> </ul>		Assessment for learning (AfL)
3	Product	<ul style="list-style-type: none"> <li>Use of costume, props and makeup</li> <li>Entrance, exit, stage design, stage use</li> <li>Movement variation, gestures, creativity</li> <li>Movement in relation to singing and drumming</li> <li>Dynamics, general impression</li> </ul>		Assessment of learning (AoL)
4	Response	<ul style="list-style-type: none"> <li>The ability to talk about performances using the correct vocabulary</li> </ul>		Assessment of learning (AoL)

S/No	Category	Task	Marks	Aspect of Assessment
1	Preparation	Idea development, selection of elements, style etc.		Assessment as learning (AaL)
2	Process	Choosing/selection of a theme/topic/title  Composing the lyrics and song structure  Selection of melody  Addition of chords to melody  Connecting verses to chorus  Trying song in real life and rehearsal for performance		Assessment as learning (AaL)  Assessment for learning (AfL)
3	Product	Knowledge of Music  Voice Production and Diction  Harmony and Blending of Parts  Interpretation		Assessment of learning (AoL)
4	Response	The ability to talk about performances using the correct vocabulary		Assessment of learning (AoL)

### 3. Performing Art: Music Performing Art: Drama/Poetry

S/No	Category	Task	Marks	Aspect of Assessment
1	Preparation	Idea development, selection of elements, style etc.		Assessment as learning (AaL)
2	Process	Drama/Poetry <ul style="list-style-type: none"> <li>• Choosing/selection of a theme/ topic/title (deciding on what story to tell)</li> <li>• Brainstorming the narrative</li> <li>• Outlining of the acts and scenes/ verses</li> </ul>		Assessment for learning (AfL)  Assessment as learning (AaL)

		<ul style="list-style-type: none"> <li>• Development of the story (plotting etc.)</li> <li>• Trying drama/poem in real life and rehearsal for performance</li> </ul>	4.	
	Product	<p>Drama</p> <ul style="list-style-type: none"> <li>• Use of costume, props and makeup</li> <li>• Entrance, exit, stage design, stage use, blocking</li> <li>• Voice production, projection and variation, gestures and diction</li> <li>• Characterisation, aesthetics and creativity</li> <li>• Theme/development and general impression</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>• Use of costume, props and makeup</li> <li>• Self introduction and introduction of writer</li> <li>• Stage use and gestures</li> <li>• Speech fluency, phrasing, voice production and voice projection</li> <li>• Theme/development, creativity and general impression</li> </ul>		
		The ability to talk about performances using the correct vocabulary		

# LESSON PLANNING IN CREATIVE ARTS

## 3.1 Yearly Scheme of Learning

**Table 3.1: Yearly Scheme of Learning for B1**

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
	HISTORY AND CULTURE OF THE LOCAL PEOPLE	ARTWORKS CREATED OR FOUND IN THE NATURAL ENVIRONMENT	EMERGING LOCAL TOPICAL ISSUES
1	Thinking and Exploring (Visual Arts)	Thinking and Exploring (Visual Arts)	Thinking and Exploring (Visual Arts)
2	Thinking and Exploring (Performing Arts)	Thinking and Exploring (Performing Arts)	Thinking and Exploring (Performing Arts)
3	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Display and Sharing (Visual Arts)	Display and Sharing (Visual Arts)	Display and Sharing (Visual Arts)
6	Display and Sharing (Performing Arts)	Display and Sharing (Performing Arts)	Display and Sharing (Performing Arts)
7	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
8	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)	Appreciating and Appraising (Performing Arts)

9	Thinking and Exploring School-Based Project (Visual and Performing Arts)	Thinking and Exploring School-Based Project (Visual and Performing Arts)	Thinking and Exploring School-Based Project (Visual and Performing Arts)
10	Planning and Making School-Based Project (Visual and Performing Arts)	Planning and Making School-Based Project (Visual and Performing Arts)	Planning and Making School-Based Project (Visual and Performing Arts)
11	Display and Sharing School-Based Project (Visual and Performing Arts)	Display and Sharing School-Based Project (Visual and Performing Arts)	Display and Sharing School-Based Project (Visual and Performing Arts)
12	Appreciating and Appraisal School-Based Project (Visual and Performing Arts)	Appreciating and Appraisal School-Based Project (Visual and Performing Arts)	Appreciating and Appraisal School-Based Project (Visual and Performing Arts)



### 3.2 SAMPLE TERMLY SCHEME OF LEARNING

**Table 3.2: Sample Scheme of Learning (SOL) for B2 Term 2**

WK	Strand	Sub-Strand	Content Standard	Indicators	Resources
1	Visual Arts	T&E	CSE 1	B2. 1.1.2	photos, videos, artpaper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	T&E	CSE 1	B2. 2.1.2	-do-
3	Visual Arts	PM&C	CSE 2&3	B2. 1.2.1	-do-
4	Performing Arts	PM&C	CSE 2&3	B2. 2.2.1	-do-
5	Visual Arts	D&S	CSE 4&5	B2. 1.4.2	-do-
6	Performing Arts	D&S	CSE 4&5	B2. 2.4.2	-do-
7	Visual Arts	A&A	CSE 6&7	B2. 1.6.1	-do-
8	Performing Arts	A&A	CSE 6&7	B2. 2.6.1	-do-
9	Visual and Performing Arts	T&E	CSE 1	B2. 1.1.2	-do-
10	Visual and Performing Arts	PM&C	CSE 2&3	B2. 2.2.2	-do-
11	Visual and Performing Arts	D&S	CSE 4&5	B2. 3.5.1	-do-
12	Visual and Performing Arts	A&A	CSE 6&7	B2. 4.7.1	-do-

#### KEY

T&E: Thinking and Exploring

PM&C: Planning, Making and Composing

D&S: Displaying and Sharing

A&A: Appreciating and Appraising

### 3.4 SAMPLE LESSONS FOR CREATIVE ARTS

#### Lesson 1

Date:		Period: 2	Subject: Creative Arts
Duration: 60 Minutes		Strand: Visual Arts	
Class: B1	Class size: 40	Sub-strand: Thinking and Exploring Ideas	
Content Demonstrate the ability to generate own ideas for artistic expressions on the people, their history, their culture, the environment and topical local/ national/global issues	Standard: Indicator: (B1 1.1.1) Think about the people who live in the local community and describe what you know about their history and their culture or way of life.	Lesson 1 of 4	
Performance Indicator: sketch and make artworks that reflect the history of the local people and their culture.		Core Competencies: Collaboration and Communication, Critical thinking and problem solving, Personal development and leadership, Cultural identity  Values: Decision making, Tolerance and respect	
Key words: ancestral home			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 10 minutes	Step 1: •Learners sing or recite a familiar song or rhyme with actions to liven up the class for the lesson (3minutes) Mention some activities that go on in the community Note to the teacher: Links some of the activities mentioned by .For example, if learners mention things like naming ceremony, celebration of festivals, traditional dances and dressing, link these to the history and culture of the people (5 minutes)	TLMs/Resources  Pictures/video s of historical sites, chief's palace, ancestors, ancestral homes, artworks etc.  Migration map	
Phase 2 : Main (new learning including assessment) 40 minutes	<ul style="list-style-type: none"> <li>Show a 5-minute recorded video on some aspects of the history and culture of the local people to learners. Or</li> <li>Using pictures of historical sites, ancestral homes, festivals or other historical and cultural events, tell learners a brief history about the local people.</li> </ul>		

	<ul style="list-style-type: none"> <li>Learners talk about the message from the video they watched or story told by the teacher about the local people.</li> </ul> <p>NB: Ensure that majority of the learners say something about what they saw or heard. For example,</p> <ol style="list-style-type: none"> <li>I saw many people moving together(migration)</li> <li>I saw some people dancing</li> <li>I saw a king pouring libation etc.</li> </ol>	
	<p>Selecting ideas:</p> <ul style="list-style-type: none"> <li>learners talk about what they like about the history and culture of the local people that they saw in the video, pictures or heard.</li> <li>learners brainstorm and reflect on what they like about the history and culture of the local people and decide on what ideas to pick and document using visual art forms</li> </ul> <p>Sharing ideas for peer-review:</p> <ul style="list-style-type: none"> <li>learners think-pair-share discuss their ideas with peers for review and assessment</li> <li>learners use feedback from the peer-review to improve upon their ideas for artistic creations.</li> </ul> <p>Pre-imaging</p> <p>learners generate own artistic ideas for designing and making artworks that reflect the history and culture of the local people through sketches</p>	
	<p>Assessment:</p> <p>Learners display their sketches generated from own ideas that reflect the history and culture of the local people.</p>	

	Learners talk about their sketches	
Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes	<p>Reflections</p> <p>Have learners discuss:</p> <ol style="list-style-type: none"> <li>1. their impressions about the lesson.</li> <li>2. what other things they want to know about the people Independent Activity/Homework:</li> </ol> <p>Have learners undertake the following in preparation for the next lesson.</p> <ol style="list-style-type: none"> <li>1. Refine their sketches based on their ideas</li> <li>2. Identify the suitable but appropriate media and method to use for their works</li> </ol>	

## Lesson 2

Date:	Period: 2		Subject: Creative Arts
Duration: 60 Minutes			Strand: Performing Arts
Class: B2	Class size: 40		Sub-strand: Planning, Making and Composing
Content Standard: CS2 Demonstrate the ability to organise own ideas through experimenting with available media and techniques to creating /composing artworks based on the history and culture, the environment and the topical national/global issues of other communities.		Indicator: (B2 2.2.2.1) Organise own ideas to experiment and compose own music, dance and drama artworks based on own views of performing artworks produced or found in other Ghanaian cultures that reflect the history and culture in those cultures.	Lesson 1 Lesson 1 of 4
Performance Indicator: Create and perform own music, dance and drama based on ideas, knowledge and understanding from people in other Ghanaian cultures.		<p>Core Competencies:</p> <p>Critical thinking and Decision Making, Creativity and innovation, Digital Literacy, Communication and Collaboration, Developing of skills in the 4Rs.</p> <p>Subject Specific Practice: critical thinking and problem solving,</p> <p>Values: Leadership and respect for the views of others</p>	

Key words: Performance, Composition		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 10 minutes	<ul style="list-style-type: none"> <li>Let learners sing and dance to popular folksong from their locality.</li> <li>Learners to mention names of some popular performers (musicians, dancers and actors) in their locality</li> </ul>	TLMs/Resources Musical instruments, (e.g. drums, flutes, bells, shakers, rasp, xylophones, finger piano, rattles, clappers, castanets
Phase 2 : Main (new learning including assessment) 40 minutes	Using Random calling, ask learners to mention: <ul style="list-style-type: none"> <li>Variety of songs eg. Gospel, hiplife, highlife, folksong etc</li> <li>Ideas that most songs, dance and drama express(theme)</li> <li>Costume and props used in dance and drama</li> </ul> Learners to mention various types of dances performed in other part of the Ghana e. g. Gome and Kpatsa; Ga-Dangbe, Agbadza - Ewes, Kundum - Nzemas Kete/Adowa- -Ashanti	
	Learners, using think-pair-share, discuss the importance of performance (Songs, Dance and Drama) in their communities. Step 3: Lead learners in a brief chat on the following techniques used in performances eg, <ul style="list-style-type: none"> <li>mimicking,</li> <li>miming,</li> <li>gesturing etc.</li> </ul> Learners in groups, reflect and develop a short composition (dance, drama or song) based on ideas and knowledge of things that go on in their community Step 4: Using role-playing/simulation, and any of the techniques (gesturing, miming, mimicking etc,) in performance, groups	

	<p>selects a leader to lead in the performing of their composition.</p> <p>Note to teacher</p> <ul style="list-style-type: none"> <li>• Where available, guide learners to record the performance with an ICT gadget for documentation.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Let each group briefly talk about their performance.</li> <li>• The talk should be based on the theme in their performance and its importance to their community</li> <li>• Show a 5-minute recorded video on some aspects of the history and culture of the local people to learners.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Using pictures of historical sites, ancestral homes, festivals or other historical and cultural events, tell learners a brief history about the local people.</li> <li>• Learners talk about the message from the video they watched or story told by the teacher about the local people.</li> </ul> <p>NB: Ensure that majority of the learners say something about what they saw or heard. For example,</p> <p>I saw many people moving together (migration)</p> <ul style="list-style-type: none"> <li>• I saw some people dancing</li> <li>• I saw a king pouring libation etc.</li> </ul>	
	<p>Selecting ideas:</p>	
	<ul style="list-style-type: none"> <li>• learners talk about what they like about the history and culture of the local people that they saw in the video, pictures or heard.</li> </ul>	

	<ul style="list-style-type: none"> <li>learners brainstorm and reflect on what they like about the history and culture of the local people and decide on what ideas to pick and document using visual artforms</li> </ul> <p>Sharing ideas for peer-review:</p> <ul style="list-style-type: none"> <li>learners think-pair-share discuss their ideas with peers for review and assessment</li> </ul>	
	<ul style="list-style-type: none"> <li>learners use feedback from the peer-review to improve upon their ideas for artistic creations.</li> </ul> <p>Pre-imaging</p> <ul style="list-style-type: none"> <li>learners generate own artistic ideas for designing and making artworks that reflect the history and culture of the local through sketches.</li> </ul> <p>Assessment:</p> <p>Learners display their sketches generated from own ideas that reflect the history and culture of the local people.</p> <p>Learners talk about their sketches</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Learners talk about:</p> <p>How they felt performing their own compositions.</p> <p>What they learnt from the performance of other groups.</p> <p>What other things they would want to do to improve upon their compositions. Assignment:</p> <p>Learners to observe and reflect on a specific activity within their environment and compose a short performance for class discussion.</p>	

### LESSON 3

Date: _____ Period:2		Subject: Creative Arts
Duration: 60 Minutes		Strand: Performing Arts
Class: B3	Class size: 40	Sub-strand: Displaying and Sharing through Exhibition and Performance
Content Standard: CS 5 Demonstrate the ability to display present artworks that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.	Indicator: (B3.2.3.5.1) Perform own music, dance and drama to share creative experiences on performances that reflect the history and way of life of people in other African cultures.	Lesson 2 of 2
Performance Indicator: Plan, display and share ideas through compositions and performances that reflect the history of the local people, their culture, the environment and topical local/national/global issues		Core Competencies: <ul style="list-style-type: none"> <li>• Collaboration and Communication</li> <li>• Critical thinking and problem solving</li> <li>• Personal development and leadership</li> <li>• Creativity and imagination</li> <li>• Cultural identity</li> </ul>
Key words: choreograph, movement patterns		
Phase/Duration	Learners activities	Resources
Phase 1 Starter (preparing the brain for the learning) 10 Minutes	<ul style="list-style-type: none"> <li>• Start the class with a greeting song – call and response</li> <li>• Call on a few individual learners to sing back</li> <li>• Pay special attention to learners who have difficulty in singing back. They need special attention</li> </ul>	TLMs/Resources <ul style="list-style-type: none"> <li>• Costumes</li> <li>• Props</li> <li>• Musical instruments</li> </ul>
	<ul style="list-style-type: none"> <li>• Start the lesson with a greeting song and ask the learners to respond using the same tune</li> </ul>	



	<ul style="list-style-type: none"> <li>Use simple So and Mi patterns. For example:</li> </ul>	
	Teacher: S M S M	
	Hel - lo Chil-dren	
	Learners: SM S M	
	Hel- lo Teach- er	
Phase 2 : Main (new learning including assessment)	<ul style="list-style-type: none"> <li>Introduce learners to the lesson of the day by asking them to write down and mention the compositions they have made in music, dance and drama. For example.</li> </ul>	
40 minutes	<ul style="list-style-type: none"> <li>What are some of the compositions we have made in music, dance and drama?</li> </ul>	
	<ul style="list-style-type: none"> <li>Through questions and answers, guide them to suggest how they intend to share their compositions with their peers and the general public. For example:</li> </ul>	
	<ul style="list-style-type: none"> <li>How can you share your compositions with other peers, teachers and the public?</li> </ul>	
:	<ul style="list-style-type: none"> <li>Let them share one of their compositions as an ice-breaker and go on further to discuss the need for them to perform their compositions and other collections to the public.</li> </ul> <p>Guide learners to</p> <ul style="list-style-type: none"> <li>Select about two or three performances to share with the public.</li> </ul>	
	<ul style="list-style-type: none"> <li>Suggest rehearsal days</li> <li>Identify costumes and props for the performances</li> <li>Let learners</li> </ul>	
	<ul style="list-style-type: none"> <li>Select a 3-member organisational committee to plan the event. Deciding on</li> <li>date for performance.</li> </ul>	
	<ul style="list-style-type: none"> <li>who to invite: peers and teachers from other classes, parents and other stakeholders.</li> </ul>	

Phase 3: Plenary/ Reflections (Learner and teacher)  10 minutes	Assessment	
	<ul style="list-style-type: none"> <li>Learners answer questions on:             <ol style="list-style-type: none"> <li>the performances selected</li> <li>the dates for rehearsal</li> <li>the date for the performance</li> </ol> </li> </ul>	
	Reflections	
	Have learners discuss:	
	express impressions about the performances selected	
	What other things they think should be added to the performances.	
	Assignment	
	Have learners undertake the following in preparation for the next lesson.	
	Selection of costumes, props, body extensions etc.	
	Acquisition of drums and other musical instruments for the performance	

#### Lesson 4

Date:	Period:2	Subject: Creative Arts
Duration: 60 Minutes		Strand: Visual Arts
Class: B4 Class size: 40		Sub-strand: Appreciating and Appraising
Content Standard: CS7 Demonstrate the ability to appreciate, appraise and make informed decisions on compositions and performances based on established criteria.	Indicator: (B4. 1.4.7.1) Analyse and appreciate/appraise own or others, artworks and present reports/feedback on works that reflect the history and culture of the people of Ghana.	Lesson 1 Lesson 2 of 2
Performance Indicator: Appreciate and appraise compositions and performances that reflect the history of the local people, their culture, the environment and topical local/national/global issues		Core Competencies: Collaboration and Communication Critical thinking and problem solving Personal development and leadership Creativity and imagination Values: Decision making, Tolerance and respect

Key words: movement patterns, appreciation, appraisal

Phase/Duration	Learners activities	Resources
<p>Phase1: Starter (preparing the brain for learning) 10 minutes</p>	<p>Ask learners if they have seen a see-saw and ask them swing their arms as they sing “see-saw, up and down”.</p> <p>Have them sing the song again while moving their arms alternately up and down like a see- saw</p>	<p>TLMs/Resources Video recordings reports</p>
<p>Phase 2 : Main (new learning including assessment) 40 minutes</p>	<p>Learners watch a performance by one of the groups that performed during class event – display and sharing through exhibition and performance</p> <p>Learners watch a short video recording of their previous performance.</p> <p>Ask learners to appreciate and appraise their performances using the following guidelines objectively:</p> <p>Music: voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music</p> <p>Dance: entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics</p>	
	<p>Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity,</p> <p>Assessment</p> <p>Let learners talk about what went well and what did not go well</p> <p>Let learners present their reports (Verbally or written) for peer-assessment</p>	

<p>Phase 3: Plenary/ Reflections (learner and teacher)</p> <p>10 minutes</p>	<p>Reflections</p> <p>Have learners reflect on their performances, determine what went well and what did not go well and suggestions for the future.</p> <p>Ask learners if they enjoyed the activity. For example,</p> <p>Can you recall how you felt during the performance?</p> <p>Ask learners whether it is important to separate the various categories of performances or combine them.</p> <p>Assignment: Ask learners to use the feedback from the appreciation and appraisal lesson to improve upon their compositions and performances for future engagements.</p> <p>Independent Activity:</p> <p>Ask learners to use the feedback from the appreciation and appraisal lesson to improve upon their compositions and performances for future engagements</p>
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## Lesson 5

Date:	Period:2		Subject: Creative Arts
Time:			Strand: Visual Arts
Class: B5	Class size: 45	Sub-Strand: Displaying and Sharing	
<p>Content Standard: CS5 Demonstrate the ability to display/present a portfolio of art works that share own knowledge, concepts, ideas and experiences with audience through display/presentation; and using senses/manual/digital applications where necessary, to record for reporting on the events.</p>		<p>Indicator: B5 1.3.5.1 Display/exhibit portfolio of own and others art artworks to share creative experiences based on ideas, knowledge and understanding of the history and culture of the African people.</p>	
<p>Performance Standard: Learners should display/ present a portfolio of artworks by Ghanaian visual artist that shows own knowledge, concepts, ideas and to record experiences with audience for reporting on the events.</p>		<p>Lesson 1 of 2</p>	
		<p>Core Competencies: Critical thinking and Decision Making, Creativity and innovation, Digital Literacy, Communication and Collaboration, Developing of skills in the 4Rs through the planning of the exhibition.</p>	
		<p>Subject Specific Practice: critical thinking and problem solving, Values: Leadership and respect for the views of others</p>	
<p>Keywords: Display, Portfolio, exhibition</p>			
Duration	Learner activity		Resources

<p>Starter (preparing the brain for learning) 10 minutes</p>	<p>From a couple of images displayed showing various types of exhibition of artworks.</p> <ul style="list-style-type: none"> <li>• Use Random-calling to ask, not more than five (5) learners, to identify and talk about possible ways to present artworks to the audience by referring to the displayed pictures.</li> </ul>	<p>TLMs/Resources</p> <p>Photographs and actual works of some African artists e.g. Ablade Glover, Offei-Nyako, Betty Acquah, El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate</p>
<p>Main (new learning including assessment) 40 minutes</p>	<p>Using the think-pair-share, learners identify the importance of displaying of artworks, either photographed or actual, to the public</p> <p>Lead learners in a class discussion to mention and explain with pictures, the characteristic and significance of some different types of exhibitions e.g</p> <ul style="list-style-type: none"> <li>• Indoor/outdoor</li> <li>• Private/public</li> <li>• Solo/joint</li> <li>• Photo exhibition</li> <li>• Electronic(digital)</li> <li>• Learners to brainstorm to identify the items needed for mounting an exhibition.</li> <li>• Ask about five (5) of the learners to share their findings with the class.</li> </ul> <p>Learners in groups develop a roadmap for the exhibition of artworks by using the following format</p> <p>selection of work to exhibit</p> <p>theme for the exhibition</p> <p>selecting a venue</p> <p>inviting an audience</p> <p>mode of display (hanging, pasting, spreading etc)</p>	

	<p>group to select a leader to talk about their roadmap to the entire class</p> <p>Based on the roadmap, each group should simulate an exhibition of artworks.</p> <p>Note to teacher:</p> <p>Where the number of photographs of artwork are not enough, learners can use their own works to represent pictures of the artworks</p> <p>Encourage learners to experiment with both the indoor and outdoor exhibitions in their simulation.</p> <p>Where possible, let learners invite other teachers and peers from other class to their exhibition.</p> <p>Where available, guide students to use the ICT gadgets to record the exhibition for documentation.</p> <p>Assessment</p> <p>Learners to visit the exhibition spaces of their colleagues to interact with and peer review their exhibition by asking question.</p> <p>Let each group present a short write-up about their exhibition</p> <p>Learners own work, eg. drawing, painting, sculptures, graphic design.</p> <p>ICT gadgets for recording both audio and audio</p>	
<p>Plenary/ Reflections (learner and teacher 10 minutes</p>	<p>Ask learners how they felt about the simulation of the art exhibition. Were they able to following the roadmap drawn for the simulation?</p> <p>How would the comments of their peers and audience improve upon later exhibitions?</p> <p>Assignment</p> <p>Learners to expand the brief report written in the exhibition to include photographs (where applicable), themes and the general overview of the simulated exhibition.</p>	

## Lesson 6

Date:	Period:2	Subject: Creative Arts
Duration: 60 Minutes		Strand: Visual Arts
Class: B6	Class size:40	Sub-strand: Thinking and Exploring Ideas
Content Standard: CS 5 Demonstrate the ability to generate own ideas for artistic expressions of the people, their history of international visual artists, their culture, the environment and topical local/national/global issues	Indicator: (B6 1.1.1.1) Explore and study the artworks created by some international visual artists and analyse how their works reflect the history and culture of some communities in the world	Lesson 1of 4
Performance Indicator: Design and make artworks that reflect the artworks of international visual artists, their style, media and methods of production.	Core Competencies: <ul style="list-style-type: none"> <li>• Collaboration and Communication</li> <li>• Critical thinking and</li> <li>• Decision making</li> <li>• Personal development and leadership</li> <li>• Values: Patience and respect</li> </ul>	
Keywords: Media, methods of production		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 10 minutes	Learners answer some essential questions to stimulate their thoughts on some local artists and their artwork, e.g. Ato Delaquis (Painting), Vincent A. Kofi (Sculpture), Yaw Boakye Ghanatta (Cartooning), James Kwame Amoah (Ceramics), Betty Acquah (Painting), Dorothy Amenuke, e. g. Where do artists get their ideasfrom?	TLMs/Resources: Pictures of some artist e.g. El-Anatsui, Meshack Asare, Picasso, Donatello etc
Phase2:Main (new learning including assessment) 40 minutes	Learners look at pictures/watch videos for (3 minutes) on the works of some international artists, El-Anatsui, Meshack Asare, Picasso, Donatello, etc. Learners in groups of four identify and talk about the pictures displayed/ videos discuss the artists displayed using the following guidelines:  Name of artist Area of specialisation	



	<p>Medium and technique Examples of their work</p>	
	<p>talk about the artworks e.g.</p> <p>Type of work</p> <p>themes Media</p> <p>Style</p> <p>techniques</p> <p>In varied ability groups of four learners, document the information they gather about the artists they are discussing.</p> <p>Learners understand the international artists, and their works</p> <p>Learners take inspiration from the artists they are studying to gain artistic skills, style and media and methods of production to make their artworks.</p> <p>Assessment</p> <p>Learners present their findings to the class</p> <p>Peer-review by learners to use for improving upon their artworks.</p>	
Phase 3: Plenary/ Reflections (Learner and teacher)	<p>Reflections</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>	
10 minutes		

# INTRODUCTION AND OVERVIEW TO THE OUR WORLD OUR PEOPLE (OWOP) CURRICULUM

## 1.1 INTRODUCTION TO THE SUBJECT CURRICULUM

### Rationale

The subject, Our World and Our People (**OWOP**), is a body of knowledge that a schools with the aim of nurturing learners into honest, creative and responsible citizens. Learners being exposed to the learning areas within this curriculum, will be imbued with the positive attitudes, values and essential skills to address the contemporary social challenges of sanitation, climate change and environmental degradation, social media and technology misuse, unhealthy living, and non-compliance of civic responsibilities. OWOP curriculum provides space for learners to further explore their immediate world – homes – and other worlds – the people and their interconnectedness. It provides opportunity for learners to develop their skills in the 4Rs of **R**eading, **c**reativity, **w**riting and **a**rithmetic through thematic and creative approaches of learning. Learning and learning progression are central to the OWOP curriculum. Therefore, OWOP is intentionally introduced to create space within the school curriculum for learners to build on their pre-school experience and by doing so, enhance the learners' curiosity, critical thinking and problem-solving skills and competences of: personal development and leadership, communication and collaboration, creativity and innovation, cultural identity and digital literacy.

### Philosophy

Our World and Our People curriculum will enable learners to develop knowledge, understanding, skills and competencies through a combination of social constructivism and social realism. Learners will demonstrate the competencies in making independent and healthy choices regarding personal development and well-being, develop the awareness of the people in their immediate environment and the wider community and society, take responsibility for the climate and the environment, appreciate the richness and the diversity of Ghana's culture and willingness to take advantage of social changes relating to globalisation, technological advancement and digital literacy. Learners are to be guided to maximise the opportunities offered by new technologies to express their beliefs and further enhance their moral perspectives and values.

### Philosophy of learning Our World and Our People (OWOP)

The philosophy of learning OWOP is based on the need to nurture citizens who are able to construct new knowledge and ideas, describe, analyse and evaluate environmental issues. Learners should critically trace physical patterns of human activities and communicate their views on how positive and negative practices could influence our immediate environment.

In essence, learners will understand that they relate directly to the environment in which they find themselves and from which useful lessons could be drawn. Through the

learning of Our World and Our People learners will specifically acquire:

1. critical thinking and problem-solving skills to be able to compare and contrast, analyse, evaluate and apply geographical knowledge with little or no supervision
2. creative thinking skills to be able to reconstruct important information confidently
3. digital literacy skills to be able to use IT tools and resources efficiently for investigations and project works
4. effective communication skills to be able to share information at various levels of interaction
5. values to live as global citizens capable of learning about other peoples and cultures of the world.

### **Philosophy of Teaching Our World and Our People**

OWOP provides opportunity for teachers to adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learning centred classrooms and developing learners into creative, honest and responsible citizens. The OWOP classrooms should be learning-centred where the teacher, acting as a facilitator, introduces the topics for the day and assists learners to describe and analyse issues raised. In addition, the teacher helps learners to interact and share ideas amongst themselves based on their knowledge of Ghana and the world. The class will be encouraged to explore topics through **enquiry-based questions**. The OWOP curriculum is underpinned by five themes broken into specific learning areas. The teacher should emphasise these important areas in the day-to-day learning as they are aimed at promoting higher order thinking among learners.

### **General Aim**

The curriculum, Our World and Our People, aims at producing a morally upright Ghanaian, who is responsible and capable of maintaining a healthy lifestyle and preserving their environment for sustainability.

### **Subject Specific Aims**

The aims of the Our World and Our People curriculum are to enable learners to:

1. Develop awareness of their creator and the purpose of their very existence;
2. Appreciate themselves as unique individuals.
3. Exhibit sense of belonging to the family and community
4. Demonstrate responsible citizenship.
5. explore and show appreciation of the interaction between, plants, animals and their physical environment;
6. show love and care for the environment.
7. develop attitudes for a healthy and peaceful lifestyle.
8. Appreciate Use ICT as a tool for learning

## Instructional Expectations

Our World and Our People provides opportunity for teachers to:

- adopt thematic and creative pedagogic approaches such as talk for learning, project-based learning, games, modelling, questioning, songs, storytelling and role-play necessary for achieving learner-centred classrooms;
- nurture and develop learners into creative, honest and responsible citizens;
- provide opportunity for learners to develop their skills in the **4Rs** of **R**eading, **c**reativity, **w**riting and **a**rithmetic through thematic and creative approaches to learning. Learning and learning progression are central to the OWOP curriculum;
- adopt collaborative approaches to lesson preparation within and across disciplines and grade levels to develop communities of OWOP learners.
- use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of OWOP

STRAND	SUB-STRAND	B1	B2	B3	B4	B5	B6
<b>ALL ABOUT US</b>	Nature of God	✓	✓	✓	✓	✓	✓
	Myself	✓	✓	✓	✓	✓	✓
	My Family and the Community	✓	✓	✓	✓	✓	✓
	Home and School	✓	✓	✓	✓	✓	✓
<b>ALL AROUND US</b>	The Environment and the Weather	✓	✓	✓	✓	✓	✓
	Plants and Animals	✓	✓	✓	✓	✓	✓
	Map Making and Land Marks	✓	✓	✓	✓	✓	✓
	Population and Settlement	✓	✓	✓	✓	✓	✓
<b>OUR BELIEFS AND VALUES</b>	Worship	✓	✓	✓	✓	✓	✓
	Festivals	✓	✓	✓	✓	✓	✓
	Basic Human Rights	✓	✓	✓	✓	✓	✓
	Being a Leader	✓	✓	✓	✓	✓	✓
<b>OUR NATION GHANA</b>	Being a Citizen	✓	✓	✓	✓	✓	✓
	Authority and Power	✓	✓	✓	✓	✓	✓
	Responsible use of Resources	✓	✓	✓	✓	✓	✓
	Farming in Ghana	✓	✓	✓	✓	✓	✓
<b>MY GLOBAL COMMUNITY</b>	Our Neighbouring Countries	✓	✓	✓	✓	✓	✓
	Introduction to Computing-	✓	✓	✓			
	Sources of Information	✓	✓	✓			
	Technology in Communication	✓	✓	✓			

## STRUCTURE OF THE CURRICULUM

### 2.0 PEDAGOGY AND ASSESSMENT

#### CURRENT ASSESSMENT STRATEGIES IN TEACHING: OWOP SUBJECT

#### FORMS OF ASSESSMENT IN THE OWOP CURRICULUM

##### FORMATIVE ASSESSMENT

**Assessment as learning:** Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners are assisted to set their own goals and monitor their progress.

**Assessment for learning:** It is an approach used to monitor learner's progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

##### SUMMATIVE ASSESSMENT

**Assessment of learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.


<b>2.4 Sample Assessments (A)</b>				
<b>Content Standard</b>	<b>Indicator</b>	<b>Assessment as learning</b>	<b>Assessment for learning</b>	<b>Assessment of learning</b>
Content Standard: B1.1.1.1 Demonstrate an understanding of the existence of living and non-living things in the environment and their uses	<b>Indicator:</b> <b>B1.1.1.1.a1.</b> Explain the uses of living things in the environment	Before the lesson: Bring to school a list of six things you can find in your home and the neighbourhood	In the course of the lesson: Describe the uses of three living things.	End of term Exam: Draw two (2) examples of living things in your drawing books.


Sample Assessments (B)				
Content Standard	Indicator	Assessment as learning	Assessment for learning	Assessment of learning
Content Standard: B4.4.2.1. Recognise the differences between rural and urban settlements	B4.4.2.1.1. Identify rural and urban settlements	During the lesson: Discuss in groups the features of settlements found in their community	During the lesson introduction: Show pictures and videos of rural & urban settlements for learners to identify the features common in each type of settlement.	End of Unit Exercise: 5. Draw one type of settlement of your choice (Rural or Urban), showing some of the features identified in each case. (Individual work).


**SAMPLE ASSESSMENT TASK**


**Indicator: B1.1.1.1. Explain the uses of living things in the environment** pictures of some living and non-living things/objects are displayed on the board in no particular order/arrangement.


1) Group the following objects into living and non-living things in the table by their numbers.


  
1


  
2


  
3


  
4


  
5


  
6


  
7


  
8


  
9

  
10

  
11

  
12

  
13

  
14

Living things	Non-Living things

2) Draw one living thing and one nonliving thing of your choice from the group of objects.

## Writing of Scheme of Work

**Table 1: Sample Yearly Overview**

<b>Weeks</b>	<b>Term 1 (List term 1 Sub Strands)</b>	<b>Term 2 (List term 2 Sub Strands)</b>	<b>Term 3 (List term 3 Sub Strands)</b>
1	Nature of God	Map Making and Land Marks	Responsible use of Resources
2	Nature of God	Population and Settlement	Responsible use of Resources
3	Myself	Worship	Farming in Ghana
4	Myself	Worship	Farming in Ghana
5	My Family and the Community	Festivals	Our Neighbouring Countries
6	My Family and the Community	Basic Human Rights	Our Neighbouring Countries
7	Home and School	Being a Leader	Introduction to Computing
8	Home and School	Being a Leader	Introduction to Computing
9	The Environment and the Weather	Being a Citizen	Sources of Information
10	The Environment and the Weather	Being a Citizen	Sources of Information
11	Plants and Animals	Authority and Power	Technology in Communication
12	Plants and Animals	Authority and Power	Technology in Communication

## Writing a Termly Scheme of Work

<b>Week</b>	<b>STRAND</b>	<b>SUB-STRAND</b>	<b>CONTENT STANDARDS</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	ALL ABOUT US	Nature of God	<b>B1.1.1.1</b>	<b>B1.1.1.1.1</b>	Pictures, Charts, Video Clips
2	ALL ABOUT US	Nature of God	<b>B1.1.1.1</b>	<b>B1.1.1.1.1</b>	Pictures, Charts, Video Clips
3	ALL ABOUT US	Myself	<b>B1.1.2.1</b>	<b>B1.1.2.1.1</b>	Pictures, Charts, Video Clips
4	ALL ABOUT US	Myself	<b>B1.1.2.1</b>	<b>B1.1.2.1.1</b>	Real objects, Pictures, Charts, Video Clips
5	ALL ABOUT US	My Family and the Community	<b>B1.1.3.1</b>	<b>B1.1.3.1.1</b>	Pictures, Charts, Video Clips

6	ALL ABOUT US	My Family and the Community	<b>B1.1.3.1</b>	<b>B1.1.3.1.1</b>	Pictures, Charts, Video Clips
7	ALL ABOUT US	Home and School	<b>B1.1.4.1</b>	<b>B1.1.4.1.1</b>	Pictures, Charts, Video Clips
8	ALL ABOUT US	Home and School	<b>B1.1.4.1</b>	<b>B1.1.4.1.1</b>	Pictures, Charts, Video Clips
9	ALL ABOUT US	The Environment and the Weather	<b>B1.2.1.1</b>	<b>B1.2.1.1.1</b>	Pictures, Charts, Video Clips
10	ALL ROUND US	The Environment and the Weather	<b>B1.2.1.1</b> <b>B1.2.1.2</b>	<b>B1.2.1.1.1</b> <b>B1.2.1.2.1</b>	Pictures, Charts, Video Clips
11	ALL ROUND US	Plants and Animals	<b>B1.2.2.1</b>	<b>B1.2.2.1.1</b>	Pictures, Charts, Video Clips
12	ALL ROUND US	Plants and Animals	<b>B1.2.2.2</b>	<b>B1.2.2.2.1</b>	Real objects Pictures, Charts, Video Clips

**Table 2 Suggested format for writing Scheme of Work (SOW) for P1 Term 1**

In the new curriculum, teachers are expected to make connections across standards within a given strand, and that is why in the SOW related standards are “clustered” (i.e. grouped together) under a key idea. The use of clustered standards for planning and delivery of lessons allows teachers to quickly recognise the different related understandings or skills learners need to develop in order to achieve full understanding of a key idea. Teachers are therefore required to carefully read the standards they plan developing in their learners each week and identify the group of indicators the learners have to demonstrate for achieving these standards.

It is also important for teachers to note that the strands themselves, and the standards for a given strand, are not necessarily organised sequentially. For example, just because standard A comes before standard B does not mean that standard A should be addressed before standard B. Teachers might want to address standard B before standard A or address the two standards at the same time.



**SAMPLE WEEKLY LESSON PLAN FOR P1 OWOP, WEEK 1**

<b>Learning Indicator (s) (Ref. No.)</b>	<b>B1.1.1.1</b>
<b>Performance indicators</b>	Learners can demonstrate an understanding of God as the Creator
<b>Week Ending</b>	20th September, 2019
<b>Reference</b>	Our World and Our People Curriculum page, 1
<b>Teaching/Learning Materials:</b>	Wall charts, videos on creation of God

<b>DAY</b>	<b>Phase1: Starter (preparing the brain for learning) 10 minutes</b>	<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b>
<b>Monday</b>	Learners to sing a song about God	<p>Take a nature walk with learners around the school to observe things in the environment.</p> <p>Learners watch pictures/posters of some of the things created by God</p> <p>Through questions and answers have learners talk about some of the things they observed.</p> <p>Let learners mention the things created by God and those created by man</p> <p><b>Assessment:</b> Separate the things created by God from those created by human beings</p>	<p>Ask the learners the following questions to review their understanding of the lesson</p> <ol style="list-style-type: none"> <li>1. What have we learnt today?</li> <li>2. Have learners read the key words written on the board</li> <li>3. What did you find difficult in the lesson?</li> </ol>
<b>Tuesday</b>	Learners to sing a song about creation	<p>Learners watch a short video about creation</p> <p>Learners talk about what they saw in the video on creation</p> <p>Learners mention some of the things they like in the video</p>	<p>Ask the learners the following questions to review their understanding of the lesson</p> <ol style="list-style-type: none"> <li>1. What have we learnt today?</li> </ol>

		<p>Learners watch pictures of some of the things found in the creation story</p> <p><b>Assessment:</b> Draw and colour one thing you saw in the video that is found in the picture on the board</p>	<p>2. Have learners read the key words written on the board</p> <p>3. How will you put what you learnt in to practice?</p>
<b>Friday</b>	Learners to sing a song about creation	<p>Learners watch a pictures/ short video on animals created by God</p> <p>Learners talk about the animals they saw in the video</p> <p>Learners talk about the animals they like in the pictures/video</p> <p><b>Assessment:</b> Draw and colour one animal you liked the picture/video</p>	<p>Ask the learners the following questions to review their understanding of the lesson</p> <p>1. Ask learners to talk about what they enjoyed most during the lesson?</p> <p>2. Have learners read and spell the key words written on the board</p> <p>3. How will you put what you learnt in to practice?</p>

## SAMPLE LESSONS

<b>Date:</b> 16-09-2019 <b>Duration:</b> 60 Minutes <b>Class:</b> B1	<b>Period:</b> 1 <b>Class size:</b> 45	<b>Subject:</b> OWOP <b>Strand 1:</b> ALL ABOUT US <b>Sub-Strand 1:</b> Nature of God
<b>Content Standard:</b> Demonstrate understanding of God as the Creator	<b>Indicator:</b> Examine our relationship with the Creator	<b>Lesson 1</b>
<b>Performance Indicator:</b> Learners can demonstrate their understanding of God as the Creator	<b>Core Competencies:</b> Critical thinking, Personal development, Problem-solving, Communication and Collaboration, Observational skills  <b>Subject specific practices:</b> Appreciation, Truth Faith, Caring, Love  <b>Values:</b> Tolerance, Teamwork, Respect	
<b>Key words: God, creator, environment, creation</b>		
Phase/Duration	Learners activities	Resources
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes	Learners to sing a song about God	
<b>Phase 2: Main (new learning including assessment)</b> 30 minutes	Take a nature walk with learners around the school to observe things in the environment.  Learners watch pictures/posters of some of the things created by God  Through questions and answers to have learners talk about some of the things they observed.  Let learners mention the things created by God and those created by man  <b>Assessment:</b> Separate the things created by God from those created by human beings	Pictures  Posters of different of different pictures

<p><b>Phase 3:</b> <b>Plenary/Reflections</b> <b>(Learner and teacher)</b> 10 minutes</p>	<p>Ask the learners the following questions to review their understanding of the lesson</p> <ol style="list-style-type: none"> <li>1. What have we learnt today?</li> <li>2. Have learners read the key words written on the board</li> <li>3. What did you find difficult in the lesson?</li> </ol> <p><b>End the lesson</b></p>
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## Lesson 2

<p><b>Date:</b> 20-09-2019                      <b>Period:</b> 2</p>		<p><b>Subject:</b> OWOP</p>
<p><b>Duration:</b> 60 Minutes</p>		<p><b>Strand 1: ALL AROUND US</b></p>
<p><b>Class:</b> B1</p>	<p><b>Class size:</b> 45</p>	<p><b>Sub-Strand 1: Plants and Animals</b></p>
<p><b>Content Standard:</b> Recognise different plants in the environment</p>	<p><b>Indicator:</b> Identify different plants in the environments and their uses</p>	<p><b>Lesson 2</b></p>
<p><b>Performance Indicator:</b> Learners can recognise different plants in the environment and describe some of their uses</p>		<p><b>Core Competencies:</b> Personal Development Problem Solving, Cultural Identity, Communication Critical Thinking</p> <p><b>Subject specific practices:</b> Observational Skills</p> <p><b>Values:</b> Tolerance, Teamwork</p>
<p><b>Key words:</b> Plants, environment, okro, mango and orange</p>		
<p><b>Phase/Duration</b></p>	<p><b>Learners activities</b></p>	<p><b>Resources</b></p>
<p><b>Phase1: Starter</b> <b>(preparing the brain for learning)</b> 5 minutes</p>	<p>Learners to sing a song and recite a rhyme on plants</p>	
<p><b>Phase 2: Main</b> <b>(new learning including assessment)</b> 30 minutes</p>	<p>Take a nature walk with learners around the school to observe things in the environment. Use questions and answers to have learners talk about some of the things they observed e. g. What plant did you see?</p>	<p>Pictures and posters of different</p>

	<p>Have learners mention some of the plants in the school environment</p> <p>Write the names of some of the plants on paper, fold and keep in a bowl. Ask learners to 'pick and talk about the plant on the paper they pick.</p> <p>Use questions and answers to have learners talk about the uses of plants</p> <p><b>Assessment</b></p> <p>Question 1: Write the names of two plants you observed</p> <p>Question 2: Draw two plants you observed.</p>	plants
<p><b>Phase 3:</b></p> <p><b>Plenary/Reflections</b></p> <p><b>(Learner and teacher)</b></p> <p>10 minutes</p>	<p>Ask the learners the following questions to review their understanding of the lesson</p> <p>1. Have learners read the key words correctly</p> <p>What can make you understand the lesson better?</p> <p>2. Have a learner talk about what he/she has learnt in the lesson</p>	

### Lesson 3

<p><b>Date:</b> 20-09-2019</p> <p><b>Duration:</b> 60 Minutes</p> <p><b>Class:</b> B4</p>		<p><b>Period:</b> 3</p> <p><b>Class size:</b> 45</p>	<p><b>Subject:</b> OWOP</p> <p><b>Strand 1:</b> ALL ABOUT US</p> <p><b>Sub-Strand 2:</b> Myself</p>
<p><b>Content Standard:</b></p> <p>Demonstrate understanding of self-awareness and living peacefully with others</p>	<p><b>Indicator:</b> Identify one's strengths and weaknesses and how to promote interpersonal relations</p>	<p><b>Lesson 1</b></p>	
<p><b>Performance Indicator:</b></p> <p>Learners can demonstrate understanding of themselves and live peacefully with others</p>		<p><b>Core Competencies:</b> Critical thinking, Personal development, Problem-solving, Communication and Collaboration</p> <p><b>Subject specific practices:</b></p> <p>Appreciation, Self-confidence, Self-worth</p> <p><b>Values:</b> Tolerance, Teamwork, Respect</p>	

<b>Key words: physical, characteristics, appearance, uniqueness, counselling</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<p><b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes</p>	<p>Guide learners to sing and recite a rhyme on 'Myself' e.g. My head, my nose, my eyes and hand... Recite poem on 'Myself'</p>	
<p><b>Phase 2: Main (new learning including assessment)</b> 30 minutes</p>	<p>Use questions and answers to have learners talk about their physical characteristics. In pairs they should describe their friends they are pairing with. Ask. e. g. Talk about your friend's physical characteristics- complexion, height, weight, eyes. Learners talk about their similarities and differences. Learners use mirror to observe themselves and describe their physical appearance Use questions and answers to have learners talk about their uniqueness. Have learners 'pick and act' some of their strengths such as dancing, singing, drawing, drumming, telling of jokes, storytelling etc. Use think-pair-share to have learners talk about how individuals can improve their strengths as they demonstrated during the 'pick and act'. <b>Assessment</b> Question 1: Write two of your strengths Question 2: Mention two ways you can improve on your strengths</p>	<p>Mirrors, Posters of different activities such as people dancing, running, singing</p>
<p><b>Phase 3: Plenary/Reflections (Learner and teacher)</b> 10 minutes</p>	<p>Let the learners perform these activities to review their understanding of the lesson 1. Have learners read the key words written on the board 2. Have a learner to talk about what he/she has learnt in the lesson <b>End the lesson</b></p>	

## Lesson 4

<b>Date:</b> 23-09-2019 <b>Period:</b> 1 <b>Duration:</b> 60 Minutes <b>Class:</b> B5 <b>Class size:</b> <b>45</b>		<b>Subject:</b> OWOP <b>Strand 1:</b> ALL AROUND US <b>Sub-Strand 4:</b> Population and Settlement	
<b>Content Standard:</b> Demonstrate knowledge of the features of settlements		<b>Indicator:</b> Explain the features of rural settlements	<b>Lesson 1</b>
<b>Performance Indicator:</b> Learners can demonstrate knowledge of the features of settlements		<b>Core Competencies:</b> Creativity, Observation Critical thinking and problem-solving Application <b>Subject specific practices:</b> Appreciation, Self-confidence, Self-worth <b>Values:</b> Tolerance, Teamwork	
<b>Key words:</b> rural, urban, farming, trading, slums			
<b>Phase/Duration</b>		<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5 minutes		Guide learners to mention names of some towns and villages in Ghana	
<b>Phase 2: Main (new learning including assessment)</b> 30 minutes		show pictures/videos of different settlements and activities there for learners to talk about them Use questions and answers to have learners talk about features of rural settlements. Use think-pair-share to have learners talk about features of urban settlements Put posters of different activities in different settlements on the chalkboard and let learners talk about them <b>Assessment</b> Question 1: Write two features of rural settlements in Ghana Question 2: Write two features of urban settlements in Ghana	Videos/Pictures and posters of different features and activities in various settlements

**Phase 3:**

**Plenary/Reflections  
(Learner and teacher)**

10 minutes

Let the learners perform these activities to review their understanding of the lesson

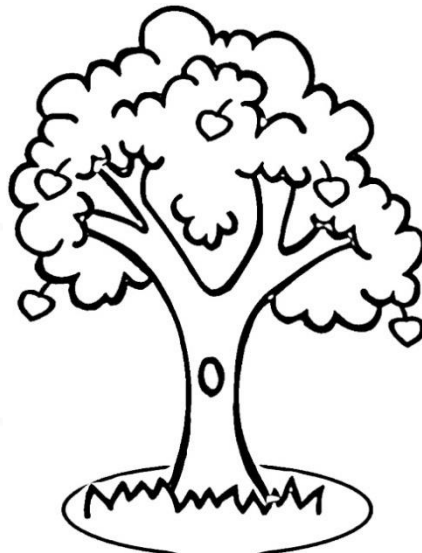
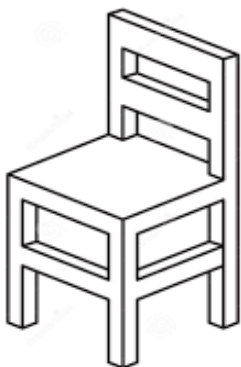
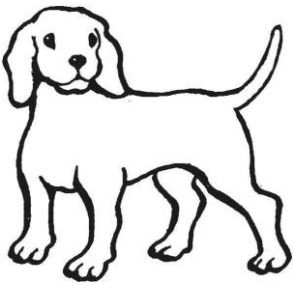
1. Have learners read the key words written on the board
2. Have a learner to talk about what he/she has learnt in the lesson

**End the lesson**

**WORKSHEETS**

Look at the pictures below.

Colour the things God created, green and the things made by human beings brown.





**WORKSHEET 2**

**Strand: ALL AROUND US**  
**Sub Strand: Plants and Animals**

**BASIC 1**

**Exercise 1: Identify the following fruits and indicate their uses.**

**A.**



**Name of crop**.....  
**Uses 1**.....  
**Uses 2**.....

**B.**



**Name of crop**.....  
**Uses 1**.....  
**Uses 2**.....

**C.**



**Name of crop**.....  
**Uses 1**.....  
**Uses 2**.....

**D.**



**Name of crop**.....  
**Uses 1**.....  
**Uses 2**.....

**Exercise 2: Draw and label two plants of your choice**

**Exercise 3: Write the names of two (2) plants that are found in your school compound or your community**

**i.** .....

**ii.** .....

**Exercise 4: Mention four uses of plants**

i. ....

ii. ....

iii. ....

iv. ....

**WORKSHEET3**

**BASIC 4**

**Strand 1: ALL ABOUT US**

**Sub-Strand 2: Myself**

<b>Name</b>	My name is
<b>Age</b>	I am ..... years old
<b>Complexion</b>	I am ----- in colour
<b>Favourite food</b>	The food I like best is .....
<b>Favourite subject</b>	My favourite subject is .....
<b>Favourite Sport of Activity</b>	My favourite sport or activity is .....
<b>Best friend</b>	My best friend is .....
<b>What I can do best (Strengths, Talent)</b>	I can .....
<b>What I cannot do (Weaknesses)</b>	I cannot .....

**Exercise 2: Table 2 List your strengths and your weaknesses**

My strengths (Things I am good at)	My weaknesses (Things I am not good at)

**Exercise 3: What is unique about your friends?**

Table 3: List the names of five friends and indicate their strengths and weaknesses

Names of your friends	Strength (Things he/she is good at)	Weakness (Things he/she is not good at)
1.		
2.		
3.		
4.		
5.		

**Exercise 4: All about me (Fill in the blank spaces with the correct word/words**

1. I am interested in.....
2. I am afraid of.....
3. I am good at .....
4. I am poor at .....
5. I have a habit of.....

**Exercise 5: Write two of your strengths**

.....  
.....

**Exercise 6: Write two things ways you can do to improve on your strengths**

.....  
.....

**WORKSHEET 4**

**BASIC 5**

**STRAND 2: ALL AROUND US**

**Sub-Strand 1: The Environment and the Weather**

Show pictures and videos of rural & urban settlements to learners.

1. Use the information gathered from the pictures and videos to identify three features common to rural settlements.

.....  
.....  
.....

2. Use the information gathered from the pictures and videos to identify three features common to urban settlements.

.....  
.....  
.....  
.....

3. Complete the following table with the appropriate activities

<b>MAIN ACTIVITIES IN RURAL SETTLEMENTS</b>	<b>MAIN ACTIVITIES IN URBAN SETTLEMENTS</b>

4. Draw two things commonly found in rural settlements
5. Draw two things commonly found in urban settlements

# RESOURCE PACK FOR HISTORY

- **Front Matter of the History Curriculum**
- **Rationale for Primary History**

History is a subject that explores the past with the aim of understanding the factors that have shaped our world. History deals with important past activities of a people so that we understand how we acquired our identity and culture. As an academic discipline, History helps to develop the imaginative abilities and critical thinking skills of learners because it teaches learners to analyse, evaluate and interpret past events carefully in order to make informed decisions. The study of History also teaches important moral lessons, and provides clear guidelines for life, and promotes interactions among the people in the society.

As Ghanaians, there is less understanding among us about important historical developments and events such as the evolution of the different ethnic groups in the country and our social and economic institutions; the development of state systems; their contact with the outside world and economic, social and political consequences of that contact, such as the loss of political independence, the recovery of sovereignty and the emergence of the modern state of Ghana. Furthermore, there is the need to appreciate the value of our own culture. As learners study Ghana's history, they would appreciate the life and sacrifices of our forebearers and learn about the interconnectedness among the various ethnic groups to promote national integration, and develop national pride and identity. Learners would learn about statesmen and women, chiefs and other individuals who played various roles to promote Ghana's development. In essence, the youth would consequently become patriotic, learn moral lessons, appreciate traditional Ghanaian values, and become useful national and global citizens.

- **Teaching Philosophy**

The philosophy of learning History is based on the need to produce citizens who are able to reconstruct the past by describing, analysing and evaluating past events. Learners should critically trace patterns of human behaviour and communicate their views on how the past could influence the present from an informed position. In essence, learners would understand that present events have historical antecedents and parallels from which useful lessons could be drawn. Through the learning of History, learners would, specifically, acquire:

- critical thinking skills by comparing, contrasting, evaluating, synthesising, and applying historical information or knowledge with little or no supervision;

- creative thinking skills to be able to reconstruct important past events confidently;
- digital literacy by using IT tools and resources efficiently for investigations and project work;
- effective communication skills to be able to share information at varied levels of interaction; and
- values to live as global citizens as they learn about other people and cultures of the world

- **Learning Philosophy**

Learners are to:

- develop a discerning approach to studying sources of historical evidence;
- develop a sense of national consciousness and appreciate the factors that make for national unity;

acquire positive habits and attitudes, national identity as a Ghanaian and an African with a heritage worthy of pride, preservation and improvement;

- appreciate the relevance of the study of History in current and future development efforts of the nation

- **General Aims**

The curriculum aims to develop individuals to become literate, good problem solvers, with the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

- **Specific Aims**

The History Curriculum aims to ensure that learners can:

- trace Ghana's origins and its past glories;
- develop the critical skills of historical enquiry using scientific methods and participate as active, informed and responsible citizens;
- develop a critical understanding of the past and its impact on the present to help them face the future with confidence;
- explain how external factors have shaped the history of Ghana;
- gain a sense of national consciousness, identity and appreciation of Ghanaian values in order to help instil values such as tolerance, good citizenship and national pride;

- study history of Ghana in an enjoyable and stimulating environment; and.
- make use of historical facts to acquire analytical skills, compare different periods and give their own structured account of past events.

### • **Instructional Guidelines**

The goal of introducing History as a subject in the primary school is to effect positive change in values and attitudes of learners. It focuses on past events that have shaped our society. This can be achieved through well-planned lessons which involve learners in the learning process. This would let them yearn to know more and adopt skills which will be essential for them to function in the society. The enquiry approach of teaching is therefore encouraged in the History classroom. The learner should be guided to make enquiries from available sources of historical evidence. Historical evidence can come from primary sources and secondary sources.

### • **Structure and Organisation of the Curriculum (Scope and Sequence)**

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>
1. HISTORY AS A SUBJECT	1. Why and how we study History				✓		
	2. The learner's own History						
	3. Family History						
	4. Community History						
2. MY COUNTRY GHANA	1. The People of Ghana			✓	✓	✓	
	2. Inter-Group Relations			✓			
	3. How Ghana got its name						
	4. Major Historical locations				✓		
	5. Some selected Individuals			✓	✓	✓	
3. EUROPEANS IN GHANA	1. Arrival of Europeans			✓			
	2. International trade including slave Trade					✓	
	3. Missionary Activities				✓		
	4. Impact of European presence						✓
4. COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	1. Establishing Colonial rule in Ghana				✓		
	2. Social Development					✓	
	3. Economic Development					✓	
	4. Political Development						✓
5. JOURNEY TO INDEPENDENCE	1. Early Protest Movements					✓	
	2. Formation of Political Parties						✓



	3.The 1948 riots					✓	
	4. Ghana gains independence						✓
6.INDEPENDENT GHANA	1.The Republics	✓			✓		✓
	2.Military Rule						✓

## PEDAGOGY AND ASSESSMENT

### • Sample Assessments

Content Standard	Indicator	Assessment for learning	Assessment as learning	Assessment of learning
B3.3.1.1 Show an understanding of the interactions between the local people and early European settlers	B3.3.1.1.1 Describe how the Europeans settled on the Gold Coast, forming alliances with the local chiefs.	<p><b>In the course of the lesson:</b></p> <p>Which Europeans were the first to come to the Gold Coast?</p> <p>Mention other European nationals who came to the Gold Coast.</p>	<p><b>Before the lesson:</b></p> <p>Give learners an assignment to find out:</p> <ol style="list-style-type: none"> <li>The names of the coastal towns in which the Europeans settled and</li> <li>How the Europeans interacted with the local people.</li> </ol>	<p><b>End of term Exam:</b></p> <p>Discuss how the Europeans settled on the Gold Coast.</p> <p>State three benefits the local peoples got from their interaction with the Europeans?</p>

<p>B4.3.3.1 Demonstrate knowledge of Europeans' engagement in other activities other than trade in Ghana</p>	<p>B4.3.3.1.1 Describe European missionary activities in Ghana</p>	<p><b>In the course of the lesson:</b></p> <ol style="list-style-type: none"> <li>1. Is your school built by a missionary society?</li> <li>2. Give the names of some missionary societies that built schools in your community or neighbouring community</li> </ol>	<p><b>Before the lesson:</b></p> <ol style="list-style-type: none"> <li>a. Debate the effects of European missionary activities in Ghana</li> </ol>	<p><b>End of Unit Exercise:</b></p> <ol style="list-style-type: none"> <li>1. List European missionaries who came to Ghana.</li> <li>2. What were some specific activities that the missionaries performed?</li> </ol>
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- **Use of Variety of Assessment Strategies (Demonstration Lesson)**

Design assessment tasks for a content standard in the new History of Ghana Curriculum. (Focus on Knowledge, Skill and attitude/values).

Content Standard: B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana.

Indicator: B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewaa Palace.

## Assessment

- 1 Group Project: On a card, match historical sites with the town/area in which they are located.
- 2 Pair-Activity: Discuss the importance of these historical locations to national development.
- 3 Draw any of these historical sites (Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace).

- **Teaching and Learning Resources for Teaching History**

Study the Curriculum for each class and identify the Teaching and Learning Resources/Materials that will be needed for an effective implementation of the standards.

Complete the form below by writing the needed TLMS. Indicate how teachers and learners can obtain the TLMs you have identified by ticking the correct option in the response column.

Key: NC = No Cost to the teacher; LC = Low Cost to the Teacher/can be improvised; PS = to be purchased by School; PP = to be provided by parents;

**CLASS:**

S/N	LEARNING RESOURCE	RESPONSE			
		NC	LC	PS	PP
1					
2					
3					
4					
5					
6					
7					

### 3.0 SCHEME OF LEARNING FOR HISTORY

#### 3.1 Yearly Scheme of Learning

**Table 3. 1: Yearly Scheme of Learning (Basic 3)**

<b>Week</b>	<b>Term 1 (List term 1 Sub Strands)</b>	<b>Term 2 (List term 2 Sub Strands)</b>	<b>Term 3 (List term 2 Sub Strands)</b>
1	The People of Ghana	The People of Ghana	Inter-Group Relations
2	The People of Ghana	The People of Ghana	Inter-Group Relations
3	The People of Ghana	The People of Ghana	Inter-Group Relations
4	The People of Ghana	The People of Ghana	Arrival of Europeans
5	The People of Ghana	The People of Ghana	Arrival of Europeans
6	The People of Ghana	The People of Ghana	Major Historical locations
7	Some selected Individuals	Some selected Individuals	Major Historical locations
8	Some selected Individuals	Some selected Individuals	Major Historical locations
9	Some selected Individuals	Inter-Group Relations	Major Historical locations
10	Some selected Individuals	Inter-Group Relations	Major Historical locations
11	Some selected Individuals	Inter-Group Relations	Major Historical locations
12	Some selected Individuals	Inter-Group Relations	Major Historical locations

### 3.2 Termly Scheme of Work

**Table 3.2 Suggested format for writing Scheme of Learning (SoL) for B3 Term 1**

<b>Week</b>	<b>STRAND</b>	<b>SUB-STRAND</b>	<b>CONTENT STANDARDS</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
<b>1 &amp; 2.</b>	MY COUNTRY GHANA	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana indicating the various ethnic groups/ a map of Ghana tracing the migration routes of the ethnic groups/ a poster showing a timeline of the periods each group arrived in Ghana.
<b>3 &amp; 4</b>	MY COUNTRY GHANA	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	
<b>5 &amp; 6</b>	MY COUNTRY GHANA	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	
<b>7 &amp; 8</b>	MY COUNTRY GHANA	Some selected Individuals	B3.2.5.1.	B3.2.5.1.1	Pictures of some outstanding entrepreneurs in Ghana/ A documentary on any of the entrepreneurs (if available).
<b>9 &amp; 10</b>	MY COUNTRY GHANA	Some selected Individuals	B3.2.5.1.	B3.2.5.1.1	
<b>11 &amp; 12</b>	MY COUNTRY GHANA	Some selected Individuals	B3.2.5.1.	B3.2.5.1.1	

**SAMPLE WEEKLY LESSON PLAN for B1 History, WEEK 1**

<b>Learning Indicator (s) (Ref. No.)</b>	B1.1.1.1
<b>Performance indicators</b>	Explain that history deals with past human activities
<b>Week Ending</b>	
<b>Reference</b>	History Curriculum page, 2
<b>Teaching/Learning Materials:</b>	Pictures of past events in the school eg. 'Our Day' celebration and/or documentary of past events

<b>DAY</b>	<b>Phase1: Starter (preparing the brain for learning) 10 minutes</b>	<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b>
<b>Day One</b>	<ul style="list-style-type: none"> <li>• Sing songs and perform popular actions relating to festivals celebrated in the community or activities in the school.</li> <li>• What event did you witness on your first day at school?</li> <li>• Which people took part in the event?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners mention the activity they witnessed on their first day at school.</li> <li>• Learners identify any activity performed in the past which has not been performed again</li> <li>• Assist learners to list any past events they have witnessed</li> <li>• Explain to learners that since those activities were performed in the past, they qualify to be called history.</li> </ul>	<p><b>What have we learnt today?</b></p> <p>Put learners in groups to chat and share their experiences on happy and unpleasant occasions in the past. E.g. receipt of gifts, festivals, deaths, visits to the village/historical sites, travels to the city and new schools.</p> <p>Invite individual learners and groups to identify and distinguish between old and new pictures of things from the environment. E.g. Houses, dresses, compare ages of people, furniture, lantern etc.</p>
<b>DayTwo</b>	<ol style="list-style-type: none"> <li>1. Sing a song and perform popular actions relating to a celebration in the school or community.</li> <li>2. Mention one past event that made you happy.</li> <li>3. Mention as event that made you sad</li> </ol>	<ul style="list-style-type: none"> <li>• Sketch/show a video of a scene depicting a birthday, funeral, wedding, a festival celebration etc.</li> <li>• Guide learners to discuss in groups , the videos they have watched</li> </ul>	<p>Individual learners share their experiences on past events with the class. (This should include pleasant and unpleasant events).</p>

## Sample lessons in history

### Lesson 1

<b>Date:</b> 17/03/2019 <b>Time:</b> 10.00am – 11.00am <b>Class:</b> B1 <b>size:</b>		<b>Period:</b> <b>Class</b>	<b>Subject:</b> HISTORY OF GHANA <b>Strand:</b> HISTORY AS A SUBJECT <b>Sub Strand:</b> WHY AND HOW WE STUDY HISTORY
<b>Content Standard:</b> B1.1.1.1 Demonstrate understanding of what history is about and how it is part of everyday life.		<b>Indicator:</b> B1.1.1.1 Explain that history deals with past human activities	<b>Lesson 1 of 2</b>
<b>Performance Indicator:</b> 1. Learner explains what history is by recounting what they experienced on their first day at school and other past events.		<b>Core Competencies:</b> As learners identify and discuss past events, they develop imaginative and critical thinking skills as well as chronological understanding of historical events.	
<b>Key words:</b> historical events, festivals, community, environment			
Phase/Duration	Learner activities	Resources	
<b>Phase1: Starter (preparing the brain for learning) 10 minutes</b>	<ul style="list-style-type: none"> <li>Sing songs and perform popular actions relating to festivals celebrated in the community or activities in the school.</li> <li>What event did you witness on your first day at school?</li> <li>Which people took part in the event?</li> </ul>	Pictures of past events in the school e.g. 'our day'. A documentary of past events in the school	
<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<ul style="list-style-type: none"> <li>Learners mention the activity they witnessed on their first day at school.</li> <li>Learners identify any activity performed in the past which has not been performed again</li> <li>Assist learners to list any past events they have witnessed</li> <li>Explain to learners that since those activities were performed in the past, they qualify to be called history</li> </ul> <p><b>Assessment</b>            Invite individual learners and groups to identify and distinguish between old and new pictures of things from the environment. E.g. Houses, dresses, compare ages of people, furniture, lantern etc.</p>		

<b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b>	Learners in groups chat and share their experiences on happy and unpleasant occasions in the past. E.g. receipt of gifts, festivals, deaths, visits to the village/historical sites, travels to the city and new schools.	
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## Lesson 2

<b>Date:</b> 17/03/2019 <b>Time:</b> 10.00am – 11.00am <b>Class:</b> B2	<b>Period:</b>  <b>Class size:</b>	<b>Subject:</b> HISTORY <b>Strand:</b> MY COUNTRY GHANA <b>Sub Strand:</b> MAJOR HISTORICAL LOCATIONS
<b>Content Standard:</b> B2.2.4.1 Exhibit knowledge of the history of the major historical locations in Ghana	<b>Indicator:</b> B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	<b>Lesson 1 of 1</b>
<b>Performance Indicator:</b> Learners identify some of the major historical locations on a map and recount the history associated with those locations.		<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations helps learners to develop cultural identity, creative and innovative.
<b>Key words:</b> Evidence, significance, historical locations, documentary.		
<b>Phase/Duration</b>	<b>Learner activities</b>	<b>Resources</b>
<b>Phase 1: Starter (preparing the brain for learning) 10 minutes</b>	<ul style="list-style-type: none"> <li>Learners find some of the historical locations in their community?</li> <li>Learners share how these locations tell us about our history?</li> </ul>	A map of Ghana showing major historical locations/ Resource person to talk about the history of some of the major historical location
<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<p><b>a</b></p> <ul style="list-style-type: none"> <li>Assist learners to identify some of the major historical locations in Ghana (starting with the oldest location).</li> <li>Show video/documentary/slides about the history of these major historical locations in Ghana.</li> </ul> <p>OR</p> <p><b>b</b></p> <ul style="list-style-type: none"> <li>Show pictures of the major historical locations in Ghana and tell the history behind them.</li> <li>Guide learners to discuss the video / documentary /slides/ pictures about the history of these major historical locations in Ghana</li> </ul>	



	<p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Identify these historical sites/places in Ghana (Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace)</li> <li>2. Match the names of these major historical locations to the towns where they are located.</li> <li>3. Draw any of these historical sites (Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace)</li> </ol>	
<p><b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b></p>	<ol style="list-style-type: none"> <li>1. Play a game of 'pick and win' using historical locations, regions and towns.</li> </ol>	

### Lesson 3

<p><b>Date:</b> <b>Time:</b> <b>Class:</b> B3</p>	<p><b>Period:</b> <b>Class size:</b></p>	<p><b>Subject:</b> <b>Strand:</b> MY COUNTRY GHANA <b>Sub Strand:</b> INTER-GROUP RELATIONS</p>
<p><b>Content Standard:</b> B3 2.2.2 Demonstrate knowledge of how intergroup relations among Ghanaians involved trade, alliances, conflicts and other exchanges.</p>	<p><b>Indicator:</b> B3 2.2.2.1 Discuss the nature of exchanges among the ethnic groups.</p>	<p><b>Lesson 1 of 3</b></p>
<p><b>Performance Indicator:</b> Learners recount the nature of exchanges among the various ethnic groups</p>		<p><b>Core Competencies:</b> Learners develop appreciation of interdependence among ethnic groups and sharpen their communicative skills by discussing intergroup relations.</p>
<p><b>Phase/Duration</b></p>	<p><b>Learner activities</b></p>	<p><b>Resources</b></p>
<p><b>Phase: Starter (preparing the brain for learning) 10 minutes</b></p>	<ul style="list-style-type: none"> <li>• Sing a local/indigenous song</li> <li>• Mention some of the major ethnic groups in Ghana</li> <li>• What forms of exchanges exist among us as Ghanaians? E.g. Marriage, trading etc.</li> <li>• How beneficial are these exchanges to the country?</li> </ul>	<p>A map of Ghana showing the major trade routes and some of the major ethnic group</p>

<p><b>Phase 2: Main (new learning including assessment) 40 minutes</b></p>	<ul style="list-style-type: none"> <li>• Guide learners to identify the forms of intergroup exchanges including forms of trade, inter-marriage, conflict and alliances in the past.</li> <li>• Role play a marriage between two ethnic groups.</li> <li>• Guide learners to discuss the benefit of these exchanges. (food/ items of trade/ dressing/ housing etc.)</li> </ul> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Draw a dress that is commonly worn in your community.</li> <li>2. Explain the nature of the relationships among the various ethnic groups (intermarriage/trading among ethnic groups)</li> <li>3. What are the benefits of these exchanges?</li> </ol>	
<p><b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b></p>	<p>Role play series of events showing relations among the various ethnic groups in Ghana (inter-marriages/alliance/trade)</p>	

## Lesson 4

<b>Date:</b> 17/03/2019 <b>Period:</b> <b>Time:</b> 10.00am – 11.00am <b>Class:</b> B4 <b>Class size:</b>		<b>Subject: HISTORY OF GHANA</b> <b>Strand: EUROPEANS IN GHANA</b> <b>Sub Strand: MISSIONARY ACTIVITIES</b>	
<b>Content Standard:</b> B4.3.3.1 <b>Demonstrate</b> knowledge of Europeans' engagement in other activities other than trade in Ghana		<b>Indicator:</b> B4.3.3.1.1 Describe European missionary activities in Ghana	<b>Lesson 1 of 1</b>
<b>Performance Indicator:</b> Describe the various European missionary activities in Ghana.		<b>Core Competencies:</b> As learners use evidence to interpret other European activities in Ghana, they become critical thinkers, creative and communicative learners.	
<b>Key words:</b> Engagement, Missionaries, missionary society			
Phase/Duration	Learner activities	Resources	
<b>Phase1: Starter (preparing the brain for learning) 10 minutes</b>	Ask learners: <ul style="list-style-type: none"> <li>• Where do you worship?</li> <li>• Which European missionary society established your church?</li> <li>• Which areas did they first operate?</li> <li>• Is your school built by a missionary society?</li> <li>• Do you know a school built by a missionary society?</li> </ul>	Photographs of schools, health centers etc. that were constructed by the European missionaries/ A map of Ghana	
<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<ul style="list-style-type: none"> <li>• Guide learners to identify the missionary societies that came to Ghana (starting from the first to the last).</li> <li>• Assist learners to locate places on a map of Ghana where they operated (e.g. Basel-Akuapem, Bremen-Peki etc)</li> <li>• Show a video/documentary/ pictures of European missionary activities in Ghana. (Trade, vocational training centers, health facilities, development of alphabets for some local languages and translation of the Bible into local languages).</li> <li>• Guide learners to discuss the video/documentary/pictures of European activities in Ghana. (Trade, vocational training centers, health facilities, development of alphabets for some local languages and translation of the Bible into local languages).</li> </ul>		
<b>Assessment</b>			

	<ol style="list-style-type: none"> <li>List the European missionaries who came to Ghana.</li> <li>What were some specific activities that they performed?</li> </ol>	
<b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b>	Debate the effects of European missionary activities in Ghana	

## Lesson 5

<b>Date:</b> 17/03/2019	<b>Period:</b>	<b>Subject:</b> HISTORY OF GHANA	
<b>Time:</b> 10.00am – 11.00am		<b>Strand:</b> COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	
<b>Class:</b> B4	<b>Class size:</b>	<b>Sub Strand:</b> ESTABLISHING BRITISH RULE IN GHANA	
<b>Content Standard:</b> B4.4.1.2 Show understanding of how the various parts of the country were brought together.	<b>Indicator:</b> B4.4.1.2.1 Describe how the different areas – The Colony, Asante, The Northern Territories and The British Mandated Togoland– became one territory known as the ‘Gold Coast’	<b>Lesson 1 of 1</b>	
<b>Performance Indicator:</b> Learner describes the processes by which the Colony, Protectorate, the Northern Territory and the Trans-Volta Togoland were brought together.		<b>Core Competencies:</b> As learners appreciate how the British colonized the ‘Gold Coast’, they develop their critical thinking, communicative and collaborative skills and understanding of continuity and change.	
<b>Key words:</b> Colony, territories, colonized, suburbs, protectorate, colonialism, colonization, mandated territory			
<b>Phase/Duration</b>	<b>Learner activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning) 10 minutes</b>	Ask learners: <ul style="list-style-type: none"> <li>What is the name of your community?</li> <li>How many suburbs do you have in your community?</li> <li>What are the names of these suburbs?</li> <li>How did these suburbs come together to form the community?</li> </ul>		Map of Ghana showing the different areas– The Colony, Asante, The Northern Territories and The British Mandated Togoland
<b>Phase 2: Main (new learning including assessment) 40</b>	<ul style="list-style-type: none"> <li>Guide learners to explain the term ‘colonialism’ (let learners understand that the country had separate territories that were brought together to form the Gold Coast)</li> <li>Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map.</li> </ul>		

<b>minutes</b>	<ul style="list-style-type: none"> <li>• Guides learners to locate the areas classified as British Togoland on a map</li> <li>• Assist learners to compare the map of the Gold Coast in 1955 and the map of Ghana, today. Discuss your observations.</li> </ul> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Explain the terms 'Colonialism' and 'Protectorate'</li> <li>2. With the aid of a sketched map show The Colony, Asante, The Northern Territories and The British Mandated Togoland</li> </ol>	
<b>Phase 3: Plenary/R eflections (Learner and teacher) 10 minutes</b>	<ol style="list-style-type: none"> <li>1. Assess the significance of the British acquisition of the Ghanaian territory.</li> </ol>	

## Lesson 6

<b>Date:</b> 17/03/2019 <b>Time:</b> 10.00am – 11.00am <b>Class:</b> B5	<b>Period:</b> <b>Class size:</b>	<b>Subject:</b> HISTORY OF GHANA <b>Strand:</b> JOURNEY TO INDEPENDENCE <b>Sub Strand:</b> THE 1948 RIOTS AND AFTER
<b>Content Standard:</b> B5.5.3.1 Show understanding of the sequence of events leading to the 1948 riots in Ghana	<b>Indicator:</b> B5.5.3.1.1 Explain why people were unhappy in the country after the Second World War	<b>Lesson 1 of 2</b>
<b>Performance Indicator:</b> Learners describe the causes, course and effects of the 1948 riots	<b>Core Competencies:</b> By using evidence to explore the causes and consequences of the 1948 riots, learners develop their communicative, collaborative, creative skills and national identity.	
<b>Key words:</b> Sequence, events, cause, course, effects, riots, demonstration, ex-servicemen		
<b>Phase/Duration</b>	<b>Learner activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning) 10 minutes</b>	Ask learners: <ul style="list-style-type: none"> <li>• Describe a demonstration you have witnessed or heard about in the country</li> <li>• What were the reasons behind these demonstrations?</li> <li>• Which people were involved in the demonstration?</li> </ul>	A picture of the Christiansburg castle and the three ex-service men involved in the cross-road shooting incident/ICT tool
<b>Phase 2: Main (new learning including assessment) 40</b>	<ul style="list-style-type: none"> <li>• Guide learners to identify the promises made to the Gold Coast soldiers who fought in the second world war by the British government?</li> </ul>	

<p><b>minutes</b></p>	<p><b>a</b></p> <ul style="list-style-type: none"> <li>• Guide learners to explain why people were unhappy with the British government after the second world war? - Failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. (group work)</li> </ul> <p><b>OR</b></p> <p><b>b</b></p> <ul style="list-style-type: none"> <li>• Show a documentary on the general state of affairs after the Second World War –failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc.</li> <li>• Guides learners to discuss the documentary on the general state of affairs after the Second World War –failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc. (group work)</li> </ul> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Write down the names of the three ex-service men involved in the cross-road shooting incident?</li> <li>2. Assess the impact of the 1948 riots on British colonial rule in the Gold Coast.</li> </ol>	
<p><b>Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes</b></p>	<p>Role play the cause of the 1948 riots and allow learners to discuss their opinions on the events (whether the riot was justified or not).</p>	

## Lesson 7

<b>Date:</b> 17/03/2019		<b>Period:</b>	<b>Subject:</b> HISTORY OF GHANA
<b>Time:</b> 10.00am – 11.00am			<b>Strand:</b> JOURNEY TO INDEPENDENCE
<b>Class:</b> B6		<b>Class size:</b>	<b>Sub Strand:</b> FORMATION OF POLITICAL PARTIES
<b>Content Standard:</b> B6.5.2.1 Appreciate the role played by the leadership of political parties in the struggle for independence from 1947 to 1957		<b>Indicator:</b> B6.5.2.1.1 Describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.	<b>Lesson 1 of 1</b>
<b>Performance Indicator:</b> Learner recounts the role played by the UGCC and CPP in the independence struggle.		<b>Core Competencies:</b> Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communicative, collaborative and creative skills.	
<b>Key words:</b> Leadership, political parties, independence, struggle, formation			
<b>Phase/Duration</b>	<b>Learner activities</b>		<b>Resources</b>
<b>Phase 1: Starter (preparing the brain for learning) 10 minutes</b>	Ask learners: <ul style="list-style-type: none"> <li>• Sing a patriotic song</li> <li>• Mention some of the political parties in Ghana</li> </ul>		Pictures of the 'Big Six'/A documentary on the independence eve rally by the CPP/ Pictures of the leaders of the political parties/ Symbols of the political parties/ ICT tool.
<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<ul style="list-style-type: none"> <li>• Guide learners to define a political party</li> <li>• Guide learners to use the internet to access a primary source (e.g. A photograph of the members of the United Gold Coast Convention (UGCC)) to discuss the formation of the party in 1947.</li> <li>• Guide learners to describe specific roles played by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo.</li> </ul> Assessment <ol style="list-style-type: none"> <li>1. Discuss how the leading political figures came to be known as the 'Big Six'.</li> <li>2. Prepare biographical data on the 'Big Six' (when/where they were born/ when they died)</li> </ol>		
<b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b>	Learners explain how these leaders became known as 'the Big Six' (individual/group work)		

## Lesson 8

<b>Date:</b> 17/03/2019		<b>Period:</b>	<b>Subject:</b> HISTORY OF GHANA
<b>Time:</b> 10.00am – 11.00am			<b>Strand:</b> INDEPENDENT GHANA
<b>Class:</b> B6	<b>Class size:</b>		<b>Sub Strand:</b> THE REPUBLICS
<b>Content Standard:</b> B6.6.1.1 Demonstrate understanding of the Fourth Republic (1992 to date)		<b>Indicator:</b> B6.6.1.1.1 Describe the events leading to the emergence of the Fourth Republic.	<b>Lesson 1 of 2</b>
<b>Performance Indicator:</b> Learner recounts the stages in the emergence of the Fourth Republic.		<b>Core Competencies:</b> As learners use evidence to examine the causes and consequences of the four Republics, it enhances their communicative, creative and leadership skills.	
<b>Keywords:</b> Republic, Constitution, Parliament, Supreme Court, Executive.			
Phase/Duration	Learner activities	Resources	
<b>Phase 1: Starter (preparing the brain for learning) 10 minutes</b>	Ask learners: <ul style="list-style-type: none"> <li>Who were the former Presidents of the Fourth Republic?</li> <li>Who were the other key figures in the Fourth Republic?</li> </ul>	A copy of the Fourth Republican constitution/ picture of the supreme court. Jubilee house, parliament/ pictures of the past Presidents of the Fourth Republic/ ICT tool	
<b>Phase 2: Main (new learning including assessment) 40 minutes</b>	<ul style="list-style-type: none"> <li>Guide learners to describe the processes leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.)</li> <li>Guide learners to list the names of all the Presidents of the Fourth Republics and their dates of tenure.</li> <li>Teacher guides learners to use the internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana.</li> </ul> <p>Assessment</p> <ol style="list-style-type: none"> <li>Match past Presidents of the Fourth Republic to their respective periods of rule.</li> <li>Prepare a poster showing the picture and bio-data of past Presidents of the Fourth Republic.</li> </ol>		
<b>Phase 3: Plenary/Reflections (Learner and teacher) 10 minutes</b>	Discuss in group the significance of the Fourth Republic		



### 3.3 Sample Worksheets in History

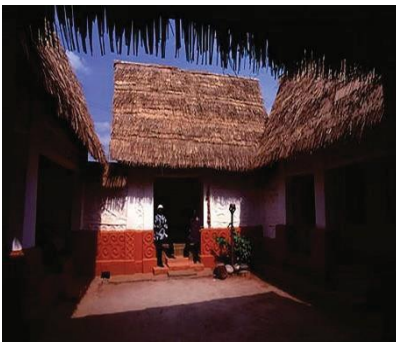
#### Worksheet 1

**Indicator: B1.1.1.1 Explain that history deals with past human activities.**

Invite individual learners and groups to identify and distinguish between old and new pictures of things from the environment. E.g. Houses, dresses, compare ages of people, furniture, lantern, etc.

1. Which of the following are new or old?

Old	New



A home in Asante



A storey Building



A lantern



A bulb



Passenger Vehicle



ladies in kente cloth

## Worksheet 2

### Basic 2

**Indicator: B2.2.4.1.1 Discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace.**

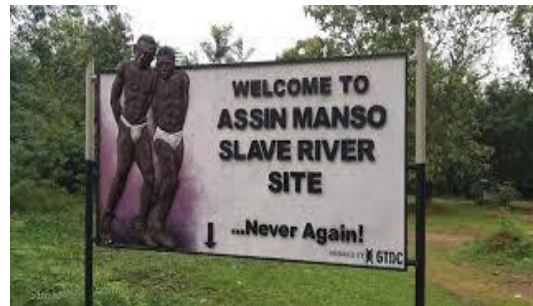
### Exercise 1

Identify these historical sites/places in Ghana (Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace)



a. ....

b. ....



c.....

d.....

### Exercise 2

Re-arrange the locations to match with the historical sites in the table below.

Historical site	Location
A military museum in Asante Region	Yendi
Okomfo Anokye Sword	Assin Manso
Assin Manso slave site,	Kumasi
Gbewa Palace	Kumasi

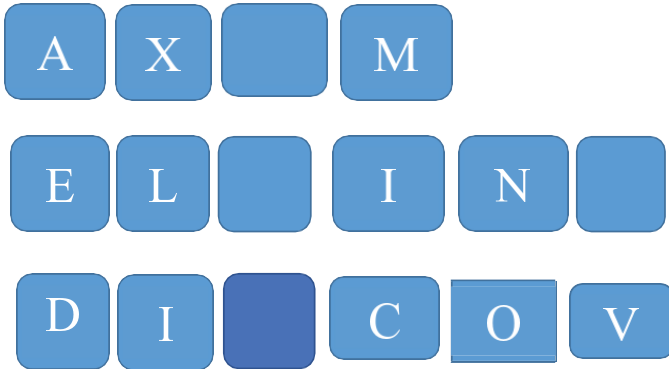
### Exercise 3

**Draw any of these historical sites:**

Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace

### Exercise 4

Towns that emerged out of the trade between Ghanaians and Europeans FIND



THE MISSING LETTERS

### Worksheet 3

#### Basic 3

**Indicator: B3 2.2.2.1 Discuss the nature of exchanges among the ethnic groups. Exercise**

- Draw a dress that is commonly worn in your community.
- The following pictures show things that have become common among Ghanaians as a result of inter-group exchanges.

Describe the pictures

A



B



C



D



E



F



- Which of the following are benefits that emerged out of inter-group exchanges? Tick as appropriate.

Inter-ethnic marriages.....	
Tree planting	
Our way of dressing	
Playing football	
The different types of food we eat	

## Worksheet 4

**Indicator: B4.3.3.1.1 Describe activities of the missionaries activities in Ghana**

1. Identify the first European missionaries who came to Ghana.
2. In what year did they arrive?
3. Who was the leader of these missionaries?

Missionary society	Year of arrival	Leader
Catholic	1880	Rev. Augustine Morean and Father Eugene Murak
Basel Evangelical Missionary	1832	Andreas Riis
Wesleyan	1835	Rev. Joseph Dunwell
Ahmadiyah	1921	
Society for the Propagation of the Gospel	1752	Rev. Thomas Thompson
North German Missionary (Bremen Mission)	1847	Rev Lorenz Wolf

4. Write three specific activities undertaken by each of the missionaries you have identified above
5. What were some specific activities that they performed?

Activity	Missionary	Location
Agriculture		
Trade,		
vocational training centers,		
health facilities,		
development of alphabets for some local languages		
translation of the Bible into local languages		

6. Discuss three impacts of Christian missionary activities

## Worksheet 5

### Basic 5

**Indicator: B5.5.3.1.1 Explain why people were unhappy in the country after the Second World War.**

#### Exercises

- Give three reasons why people were not happy with the colonial government after the Second World War.
- Write down the names of the three ex-service men involved in the cross-road shooting incident.
- State three effects of the 1948 riots on British colonial rule in the Gold Coast

## Worksheet 6

### Basic 6

**Indicator: B6.6.1.1.1 Describe the events leading to the emergence of the Fourth Republic.**

- Match past Presidents of the Fourth Republic to their respective periods of rule.

Past Presidents	Period of rule
1.	
2.	
3.	
4.	

- Prepare a poster showing the picture and bio-data of past Presidents of the Fourth Republic.



# RESOURCE PACK FOR GHANAIAN LANGUAGE

## 1.0 FRONT MATTER OF THE GHANAIAN LANGUAGE CURRICULUM

### 1.1 Rationale for Primary Ghanaian Language Curriculum

- Ghanaian Language remains the most reliable means through which elements of culture are preserved and transmitted from generation to generation.
- It is a means through which learners can access indigenous and educational knowledge.
- To make learners bilingual, which is crucial in the current global world.

### 1.2 Teaching Philosophy

- Ghanaian Language education should provide learners a good social environment for them to develop their language and culture.

### 1.3 Learning Philosophy

- Ghanaian Language learning is participatory in nature and thematic approaches to learning should be adopted to help learners connect Ghanaian language learning in the classroom to solve real world problems.
- Teachers serve as facilitators by providing the enabling environment that promotes the construction of learners' own knowledge

### 1.4 General Aims

The curriculum is aimed at developing individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens.

### 1.5 Specific Aims

The specific aim of the Ghanaian Language and Culture curriculum is to develop the linguistic and cultural awareness of the learner and to heighten learners' sensitivity to their Ghanaian Language. It also seeks to equip the learner to:

- acquire the basic skills that will help them decode appropriate age level text in the Ghanaian Language.
- read age level/appropriate text with ease, fluency, and with comprehension.
- cultivate life-long habit of reading widely for information and pleasure.
- acquire a wide stock of vocabulary and understanding grammatical structures as well as linguistic conventions for easy listening, speaking, reading and writing.
- write clearly, accurately and coherently in their first language in a range of contexts for varied purposes and audience.

- read with pleasure literary material and appreciate great stock of literary works and become lifelong learners.
- polish existing skills and extend the learner’s linguistic knowledge and experience.
- appreciate and value their culture and that of others
- appreciate the linguistic, historical and cultural heritage of their people

#### 1.6 Instructional Guidelines

Teachers are expected to:

- work together as colleagues within and across disciplines and grade levels to develop communities of Ghanaian Language learners who will exhibit attitudes and social values conducive to Ghanaian Language learning.
- use multiple methods and systematically gather data about learners’ understanding and ability, to guide Ghanaian Language teaching and learning with arrangements to provide feedback to both learners and parents.

#### 1.7 Structure and Organisation of the Ghanaian Language Curriculum ( Scope and Sequence)

STRANDS	SUB STRANDS	KG1	KG2	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE:	1. Songs	✓	✓	✓	✓	✓	✓	✓	✓
	2. Rhymes	✓	✓	✓	✓	✓			
	3. Poems					✓	✓	✓	✓
	4. Story Telling	✓	✓	✓	✓	✓	✓	✓	✓
	5. Dramatisation and Role Play	✓	✓	✓	✓	✓	✓	✓	✓
	6. Conversation	✓	✓	✓	✓	✓	✓	✓	✓
	7. Talking about Oneself, Family, People, Places,	✓	✓	✓	✓	✓	✓	✓	✓
	8. Listening Comprehension	✓	✓	✓	✓	✓			
	9. Asking and Answering Questions	✓	✓	✓	✓	✓	✓	✓	✓
	10. Giving and Following Commands/ Instructions	✓	✓	✓	✓	✓	✓	✓	✓
	11. Presentation	✓	✓	✓	✓	✓	✓	✓	✓
2. LISTENING	1. Pre-Reading Activities	✓	✓	✓					
	2. Print Concept	✓	✓	✓					



AND SPEAKING	3. Phonological and Phonemic Awareness:	✓	✓	✓	✓	✓			
	4. Phonics: (Letter and sound knowledge)	✓	✓	✓	✓	✓	✓	✓	✓
	5. Vocabulary (Sight and Content Vocabulary)			✓	✓	✓	✓	✓	✓
	6. Comprehension			✓	✓	✓	✓	✓	✓
	7. Silent Reading			✓	✓	✓	✓	✓	✓
	8. Fluency			✓	✓	✓	✓	✓	✓
	9. Summarising						✓	✓	✓

3. WRITING	1. Penmanship/Handwriting	✓	✓	✓	✓	✓	✓	✓	✓
	2. Writing Letters - Small and Capital Letters	✓	✓						
	3. Writing Simple Words / Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom		✓	✓	✓	✓			
	4. Writing/Copying Simple Sentences with Correct Spacing			✓	✓	✓			
4. COMPOSITION WRITING	1. Narrative Writing						✓	✓	✓
	2. Creative/Free Writing						✓	✓	✓
	3. Descriptive Writing						✓	✓	✓
	4. Persuasive Writing						✓	✓	✓
	5. Argumentative Writing						✓	✓	✓
	6. Informative/Academic Writing						✓	✓	✓
	7. Literary Writing						✓	✓	✓
	8. Letter Writing						✓	✓	✓
5. WRITING CONVENTIONS/ USAGE	1. Integrating Grammar in Written Language (Capitalization)			✓	✓	✓	✓	✓	✓
	2. Integrating Grammar in Written Language (Punctuation)				✓	✓	✓	✓	✓
	3. Integrating Grammar in Written Language (Use of		✓	✓	✓	✓	✓	✓	✓

	Action Words)								
	4. Integrating Grammar in Written Language (Use of Qualifying Words)		✓	✓	✓	✓	✓	✓	✓
	5. Integrating Grammar in Written Language (Use of Postpositions)		✓	✓	✓	✓	✓	✓	✓
	6. Integrating Grammar in Written Language (Use of Simple and Compound Sentences)				✓	✓	✓	✓	✓
	7. Integrating Grammar in Written Language (Spelling)			✓	✓	✓	✓	✓	✓
	8. Integrating Grammar in Written Language (Use of Conjunctions)						✓	✓	✓
6. EXTENSIVE READING/ CHILDREN'S LITERATURE/ LIBRARY	1. Building the Love and Culture of Reading in Learners		✓	✓	✓	✓	✓	✓	✓
	2. Read Aloud with Children		✓	✓	✓	✓	✓	✓	✓
	3. Reading Texts, Poems, Narratives and Short Stories and Respond to them					✓	✓	✓	✓

## 2.1 PEDAGOGY AND ASSESSMENT

### 2.2 SAMPLE ASSESSMENT TASKS

Content Standard	Indicator	Assessment for learning	Assessment as learning	Assessment of learning
B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.	B2.1.1.1.1 Sing work and play songs and discuss their importance.	In the course of the lesson: Identify the traditional occupations among the following: farming, nursing, medicine, hunting, fishing and carpentry	Before the lesson: find-out from the home the traditional occupations in your locality and the songs associated with the occupations. Let learners share their ideas in groups	End of term Exam: List three traditional occupations and write the title of a song associated with the occupations listed.

#### 2.3 Use of variety of Assessment Strategies

Design assessment tasks for a content standard in the new Ghanaian Languages Curriculum.

Content Standard: B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.

Indicator: B2.1.1.1.1 Sing work and play songs and discuss their importance.

#### **Assessment**

1. Group Project: list all the traditional occupations in your locality. Select one of the occupations and compose a song for the occupation you have selected.
2. Pair-Activity: Write all occupations you know and group them under traditional and foreign
3. Draw someone weeding on a farm.
4. Write the correct names of the following traditional occupations.  
a. mingFar b. fihisng c. hnutngi
5. Identify the traditional occupations among the following: farming, nursing, medicine, hunting, fishing and carpentry.

6. Find the following words from the puzzle: farming, fishing, hunting, and mason

f	n	v	n	h	o	g	g
g	a	v	w	u	k	f	u
h	m	r	t	n	a	e	u
n	m	o	m	t	b	e	i
f	i	s	h	i	n	g	f
g	e	i	u	n	n	v	o
b	r	o	i	g	d	g	e
m	a	s	o	n	h	c	d

### 3.0 SAMPLE SCHEME OF LEARNING IN THE GHANAIAN LANGUAGE CURRICULUM

#### 3.1 Yearly Scheme of Learning

**Table 3.1: Sample Yearly Scheme of Learning**

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	Songs	Dramatisation and Role Play	Asking and Answering questions
2	Poems	Conversation	Giving and Following Commands/ Instructions
3	Story Telling	Talking about Oneself, Family, People and Places	Presentation
4	Phonics: (Letter and Sound knowledge)	Silent Reading	Fluency
5	Vocabulary (Sight and Content Vocabulary)	Summarising	Summarising
6	Comprehension	Penmanship/Handwriting	Informative/Academic writing
7	Penmanship/Handwriting	Descriptive writing	Penmanship/Handwriting

8	Narrative Writing	Argumentative writing	Informative/Academic Writing
9	Creative writing	Persuasive writing	Literary Writing
10	Integrating Grammar in written language (Capitalisation)	Integrating Grammar in written language (Use of Action words) Integrating Grammar in written language (Use of qualifying words)	Letter Writing Integrating Grammar in Written Language (Spelling)
11	Integrating Grammar in written language (Punctuations)	Integrating Grammar in written language (Use of Postpositions) Integrating Grammar in written language (Use of Simple and Compound sentences)	Integrating Grammar in Written Language (Use of Conjunctions)
12	Building the love and culture of reading in learners	Read aloud with children	Reading Texts, Poems, Narratives and Short Stories and Respond to them

### 3.2 TERMLY SCHEME OF LEARNING

**Table 3. 2 Suggested format for writing Scheme of Learning for P1 Term 1**

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B4.1.1.1	B4.1.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Poems	B4.1.3.1	B4.1.3.1.1	
3.	Oral Language	Story Telling	B4.1.4.1	B4.1.4.1.1	Pictures of animals, Manila cards, markers, recorded audio-visual
4.	Reading	Phonics (Letter Sound Knowledge)	B4.2.4.1	B4.2.4.1.1 B4.2.4.1.2 B4.2.4.1.3	Manila cards, markers, recorded audio-visual

				B4.2.4.1.4	
5.	Reading	Vocabulary (Sight and Content Vocabulary)	B4.2.5.1	B4.2.5.1.1 B4.2.5.1.2 B4.2.5.1.3	Manila cards, markers, recorded audio-visual
6.	Reading	Comprehension	B4.2.6.1:	B4.2.6.1.1 B4.2.6.1.2 B4.2.6.1.3	Manila Cards Class reader
7.	Composition Writing	Penmanship/ Handwriting	B4.3.1.1	B4.3.1.1.1 B4.3.1.1.2 B4.3.1.1.3 B4.3.1.1.4	Manila Cards Markers
8.	Composition Writing	Narrative Writing	B4.4.1.1	B4.4.1.1.1 B4.4.1.1.2 B4.4.1.1.3	Word cards Manila card Markers Word cards Manila card Markers
9.	Composition Writing	Creative writing	B4.4.2.1	B4.4.2.1.1 B4.4.2.1.2	Word cards Manila card Markers Word

					cards Manila card
10.	Writing Conventions/ Usage	Integrating Grammar in written language (Capitalisation)	B4.5.1.1	B4.5.1.1.1 B4.5.1.1.2 B4.5.1.1.3	Markers Any other material relevant to the teaching of the topic
11.	Writing Conventions/ Usage	Integrating Grammar in written language (Punctuations)	B4.5.2.1	B4.5.2.1.1 B4.5.2.1.2 B4.5.2.1.3	Reading materials
12.	Extensive Reading/ Children Library	Building the love and culture of reading in learners	B4.6.1.1	B4.6.1.1.1 B.4.6.2.1.1	Manila Cards Markers

### 3.3 SAMPLE WEEKLY LESSON PLAN FOR B4 GHANAIAN LANGUAGES

Learning Indicator (s) (Ref. No.)	B4.1.1.1.1 Sing a traditional occupational song and mention the occupation the song is associated with.
Performance indicators	Learners should sing various traditional occupational songs and mention the occupation the song is associated with.
Week Ending	
Reference	Ghanaian Languages Curriculum
Teaching/Learning Materials:	Drum, drum sticks, Laptop, recorded audio of a traditional occupational song, any other material relevant to the teaching of the sub strand

DAY	Phase1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ Reflections (Learner and teacher) 10 minutes
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Monday	Let a learner sing a popular traditional song (Learners who know how to sing the song should be encouraged to sing along with the one singing).	<ul style="list-style-type: none"> <li>• Last week we learnt some traditional occupations. Mention some of the occupations we discussed last week, example, fishing, farming, hunting, etc. Today we are going to learn songs that go with the traditional occupations we have mentioned. We are going to learn a traditional song about fishing (the teacher should look at the environment and select the appropriate song to be learnt).</li> <li>• Teacher should lead learners to discuss the background knowledge and difficult words of the selected song.</li> </ul> <p>a. Help learners to come out with activities associated with fishing and how they are done.</p> <p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. E,g awo, wuo, fô, ataa, wuolânyo.</p> <ul style="list-style-type: none"> <li>• Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song.</li> </ul>	Ask learners to reflect on the song and tell its importance in relation to fishing.
		a. Sing or play the song line	



		<p>by line while learners sing after.</p> <ol style="list-style-type: none"> <li>b. Sing along with learners from the beginning to the end of the song.</li> <li>c. Let learners sing the song from the beginning to the end <ul style="list-style-type: none"> <li>• (Closure) Appreciation of the song:</li> </ul> </li> <li>a. Let learners sing the song and clap as a compliment to the song</li> <li>b. Learners sing the song and clap and drum along with the song</li> <li>c. Learners sing the song with clapping, drumming and dancing.</li> <li>d. Let learners sing songs connected to the traditional occupation picked.</li> <li>e. Learners discuss some importance of traditional occupational songs.</li> </ol> <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
Wednesday	Let learners sing the fishing song you taught them.	<ul style="list-style-type: none"> <li>• Last time we learnt some traditional occupations and their associated songs. We discussed fishing and its associated songs. Sing one of the songs we learned. Today we will learn about songs on farming (the teacher should consider the</li> </ul>	Ask learners to reflect on the song and tell its importance in relation to farming.

		<p>environment and select the appropriate song to be learnt.</p> <ul style="list-style-type: none"> <li>• Teacher should lead learners to discuss the background knowledge and difficult words of the selected song.</li> </ul> <p>a. Help learners to come out with activities associated with farming and how they are done.</p> <p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. E.g koosâ, duade, hu, ebô, momo.</p>	
		<ul style="list-style-type: none"> <li>• Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song.</li> </ul> <p>a. Sing or play the song line by line while learners sing after.</p> <p>b. Sing along with learners from the beginning to the end of the song.</p> <p>c. Let learners sing the song from the beginning to the end</p> <ul style="list-style-type: none"> <li>• (Closure) Appreciation of the song:</li> </ul> <p>a. Let learners sing the song and clap as a compliment to the song</p>	

		<p>b. Learners sing the song and clap and drum along with the song</p> <p>c. Learners sing the song with clapping, drumming and dancing.</p> <p>d. Let learners sing songs connected to the traditional occupation picked.</p> <p>e. Learners discuss some importance of traditional occupational songs.</p> <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
Friday	Let learners Sing the farming song you taught them.	<ul style="list-style-type: none"> <li>Last time we learned some traditional occupations and their songs. We discussed farming and its associated songs. Sing one of the songs we learned. Today we will learn songs that go with the traditional occupation, hunting (the teacher should consider the local setting and select the appropriate song to be learnt).</li> <li>Teacher should lead learners to discuss the background knowledge and difficult words of the selected song.</li> </ul> <p>a. Help learners to come out with activities associated with fishing and how they are done.</p>	Ask learners to reflect on the song and tell its importance in relation to hunting.

		<p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. E.g. koosâ, duade, hu, ebô momo.</p> <ul style="list-style-type: none"> <li>• Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song.</li> </ul> <p>a. Sing or play the song line by line while learners sing after.</p> <p>b. Sing along with learners from the beginning to the end of the song.</p> <p>c. Let learners sing the song from the beginning to the end</p> <ul style="list-style-type: none"> <li>• (Closure) Appreciation of the song:</li> </ul> <p>a. Let learners sing the song and clap as a compliment to the song</p> <p>b. Learners sing the song and clap and drum along with the song</p> <p>c. Learners sing the song with clapping, drumming and dancing.</p> <p>d. Let learners sing songs connected to the traditional occupation picked.</p> <p>e. Learners discuss some importance of traditional occupational songs.</p> <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
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### 3.3 Sample Ghanaian Language Lessons

#### Lesson 1

Date:                      Period: 2		Subject: Ghanaian Language	
Duration: 30 Minutes		Strand: Oral Language (Listening and Speaking)	
Class: B1                  Class size: 35		Sub strand: Talking about Oneself, Family, People and Places	
Content B1.1.7.1Talk themselves, their and friends.	Standard: about family	Indicator: Describe themselves- talking about the self. B1.1.7.1.1	Lesson 1 of 3
Performance Indicator: The learners should be able to talk about themselves		Core Competencies/Values: Communication and Collaboration/ Enquiry Skills.	
Key words: name, residence, age			
Phase/Duratio n	Learners activities	Resources	
Phase 1: Starter (preparing the brain for learning)  5 minutes	Let learners sing a song about the family.  • Introduction  a. Put learners into mixed ability groups. Each group should be made up of at least four learners.  b. Let learners introduce themselves to the members in the group. Learners should do this in turns.  c. Let learners talk about other learners in their groups.		
Phase 2 : Main (new learning including assessment t)  20 minutes.	• Main  a. Call learners individually to talk about themselves to the class.  b. Encourage learners to ask questions about what their friends said about themselves; their names, the names of their parents, the food they like best, where they come from, the names of their best friends and where they live.		

Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes	Closure  Let learners share what they have learnt about each other's backgrounds.  Ask learners to tell two differences between themselves and their friends.	Flashcards bearing names of learners
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## Lesson 2

Date:	Period: 2	Subject: Ghanaian Language	
Duration: 30 Minutes		Strand: Reading	
Class: B2	Class size: 35	Sub-strand: Comprehension	
Content Standard: B2.2.6.1 Exhibit knowledge of answering questions based on texts presented.	Indicator: B2.2.6.1.5 Answer simple questions based on texts read.	Lesson 1 of 3	
Performance Indicator: Learner should be able to answer questions from texts read.		Core Competencies/Values: Communication and collaboration, Critical thinking and Problem solving	
Key words:			
Phase/Duration	Learner activities	Resources	
Phase 1: Starter (preparing the brain for learning) 5 minutes	Review previous passages with learners.  Afterwards, distribute the readers to learners.		
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> <li>• Pre-reading</li> </ul> <p>a. Have you seen the picture on the passage in your book? Let's talk about it. Do you have any knowledge on the passage we are going to read? Write three or four questions you want to answer from this passage.</p>	Word cards	

	<p>b. Go through the passage and identify all words and expressions you do not understand. Let learners guess the meanings of the words and expressions they have identified. Teach learners the meanings of the words and expressions they have identified in relation to the understanding of the passage. Lead learners to look for the opposites of these words.</p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p>a. Read aloud the first paragraph of the passage as a model.</p> <p>b. Call learners to read in turns until the whole passage is read. Pay particular attention to pronunciation and expression and correct them where necessary. Sometimes pause to let learners ask questions about what they have read and make further predictions of what they envisage to see in the passage.</p>	
	<ul style="list-style-type: none"> <li>• Post-reading/Assessment</li> </ul> <p>a. Ask questions for clarification from learners from the passage read</p> <p>b. Ask questions for learners to answer orally.</p> <p>c. Make learners write answers to given questions based on the passage read in their exercise books.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Let learners reflect on the passage read and relate it to their personal experiences. Ask more questions based on the passage read for learners to answer orally. (As learners provide you with the answers, pay attention to their use of the language and pronunciation)</p>	

Lesson 3

Date:	Period: 2	Subject: Ghanaian Language (Insert the specific language)
Duration: 30 minutes		Strand: Extensive Reading/Children's Literature/ Library

Class: B3      Class size: 35		Sub strand: Read Aloud with Children
Content Standard: B3.6.2.1 Demonstrate knowledge of reading short stories with correct intonation.	Indicator: B3.6.2.1.1 Read short stories aloud correctly.	Lesson 1 of 1
Performance Indicator: The learner should be able to read short stories correctly.		Core Competencies/Values: Communication and collaboration
Key words:		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Let learners sing the traditional occupational song you taught them some few weeks ago. Lead learners to discuss the passage that was read last week.	An audio recording of a traditional song, CD Player, Loud speakers
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> <li>• Pre-reading</li> </ul> <p>Teacher distributes the class readers to learners and leads them in doing the following:</p> <p>a. Have you seen the picture on the passage in your book? Let's talk about it. Do you have any knowledge on the passage we are going to read? Write three or four questions you want to answer from this passage.</p>	Word cards, sentence cards, any other material that would be relevant to the teaching of the topic.
	<p>b. Go through the passage and identify all words and expressions you do not understand. Let learners guess the meanings of the words and expressions they have identified. Teach the meaning of the words. Lead learners through questioning and answering to look for the antonyms of these words.</p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p>a. Read aloud the first two paragraphs of the passage as a model</p>	



	<p>b. Call learners to read aloud in turns the whole passage until the passage is read. Pay particular attention to pronunciation and expression and correct them where necessary. Sometimes pause to let learners ask questions about what they have read and make further predictions of what they envisage to see in the passage.</p> <ul style="list-style-type: none"> <li>• Post-reading/Assessment</li> </ul> <p>a. Let learners ask questions for clarification from the passage read</p> <p>b. Ask questions for learners to answer orally.</p> <p>c. Make learners write answers to given questions based on the passage read in their exercise books.</p>
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Do a short overview of the lesson with learners by asking them to relate the lesson to their personal and everyday experiences. Let learners continue to read the passage in turns till the end of the period.</p>

#### Lesson 4

Date:	Period: 2	Subject: Ghanaian Language	
Duration: 30 minutes		Strand: Oral Language (Listening and Speaking)	
Class: B4	Class size: 35	Sub strand: Songs	
Content Standard: B4.1.1.1 Exhibit knowledge of traditional and occupational songs by recognising the types and their related songs.	Indicator: B4.1.1.1 Sing and discuss songs connected to traditional occupations and their importance.	Lesson 1 of 4	
Performance Indicator: Learners should sing a traditional occupational song and mention the occupation the song is associated with.		Core Competencies/Values: Communication and collaboration	
Key words: awo, wuo, fô, ataa, wuolânyo.			
Phase/ Duration	Learners activities		Resources

<p>Phase 1: Starter (preparing the brain for learning) 5 minutes</p>	<p>Let a learner sing a popular traditional song (Learners who know how to sing the song should be encouraged to sing along with the one singing).</p>	<p>Drum, drum sticks</p>
<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<ul style="list-style-type: none"> <li>• Last week we learned some traditional occupations. Mention some of the occupations we discussed last week, example, fishing, farming, hunting, etc. Today we are going learn songs that go with the traditional occupations we have mentioned. We are going to learn a traditional song about fishing (the teacher should look at the environment and select the appropriate song to be learned).</li> <li>• Teacher should lead learners to discuss the background knowledge and difficult words of the selected song.</li> </ul> <p>a. Help learners to come out with activities associated with fishing and how they are done.</p> <p>b. Treat the pronunciation and meanings of key and difficult words in the selected song. e.g. awo, wuo, fô, ataa, wuolânyo.</p> <ul style="list-style-type: none"> <li>• Sing the song or play a three minutes recorded version of the selected song from beginning to the end and learners listen attentively to the song.</li> </ul> <p>c. Sing or play the song line by line while learners sing after.</p>	<p>Laptop, recorded audio of a traditional occupational song, any other material relevant to the teaching of the sub strand.</p>
	<p>d. Sing along with learners from the beginning to the end of the song.</p> <p>e. Let learners sing the song from the beginning to the end</p> <ul style="list-style-type: none"> <li>• (Closure) Appreciation of the song:</li> </ul>	

	<ul style="list-style-type: none"> <li>a. Let learners sing the song and clap as a compliment to the song</li> <li>b. Learners sing the song and clap and drum along with the song</li> <li>c. Learners sing the song with clapping, drumming and dancing.</li> <li>d. Let learners sing songs connected to the traditional occupation picked.</li> <li>e. Learners discuss some importance of traditional occupational songs.</li> </ul> <p>Assessment: Group learners and ask them to practise the song that was discussed and sing it as a group for the other learners to listen and watch. Award marks accordingly.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Ask learners to reflect on the song and tell its importance in relation to fishing.</p>	

## Lesson 5

Date:                      Period: 2		Subject: Ghanaian Language
Duration: 30 minutes		Strand: Writing Conventions and Usage
Class: B5                  Class size: 35		Sub-strand: Integrating grammar in written language (Use of Postpositions)
Content Standard: B5.5.5.1 Demonstrate the use of postpositions in sentences.	Indicator: B5.5.5.1.1 Recognise and use postpositions in complex sentences and paragraphs.	Lesson 1 of 1
Performance Indicator: The learner should be able to use postpositions to in everyday speech correctly.		Core Competencies/Values: Communication and collaboration
Key words:		
Phase/Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Let learners sing a song about the environment. Ask learners to talk about their environment and the problems within their environment for example, degradation, and pollution.	
Phase 2 : Main (new learning including assessment) 20 minutes	<ul style="list-style-type: none"> <li>• Last week when we met, you remember we talked about names of places, things and persons. Mention some of the names we mentioned. Today, we are going to talk about words that occur with nouns to show relationship or location. These are referred to as postpositions. Give examples of postpositions in your language. <ul style="list-style-type: none"> <li>• Identifying postpositions <ol style="list-style-type: none"> <li>a. Write as many examples as possible of nouns co-occurring with some postpositions. Guide learners to identify the postpositions in the given examples.</li> <li>b. Guide learners to group the postpositions under direction and location, etc.SS</li> </ol> </li> <li>• Using postpositions in sentences and</li> </ul> </li> </ul>	Word cards Any other resource that would be relevant/help in the teaching of the topic

	<p>paragraphs</p> <ol style="list-style-type: none"> <li>a. Let learners form sentences with the postpositions.</li> <li>b. Let learners read a short paragraph aloud and ask learners to mention the postpositions in the paragraph.</li> <li>c. Let learners write a short paragraph using the postpositions learned. <ul style="list-style-type: none"> <li>• Closure : <ol style="list-style-type: none"> <li>a. Ask learners questions to recap what have been learned.</li> <li>b. Let learners also ask questions for clarification.</li> <li>c. Give learners assignment on the use of postpositions.</li> </ol> </li> </ul> </li> </ol>
<p>Phase 3: Plenary/ Reflections (Learner and teacher)  5 minutes</p>	<p>Let learners reflect over the lesson and relate the lesson to their everyday use of postpositions in their language.</p>

## Lesson 6

Date:	Period: 2	Subject: Ghanaian Language
Duration: 30 minutes		Strand: Reading
Class: B6	Class size: 35	Sub strand: Summarising
Content Standard: Show an understanding of selecting main ideas from a text. B6.2.9.1	Indicator: 1. List the most important idea from a paragraph. B6.2.9.1.1  2. Recognise topic sentences in each paragraph. B6.2.9.1.2  3. Re-write the main ideas in a passage in a logical order. B6.2.9.1.3	Lesson 1 of 1

Performance Indicator: Learner should be able to write a summary of a passage read.	Core Competencies/Values: Communication and collaboration, Personal development and leadership	
Key words:		
Phase/Duration	Learners activities	Resources
Phase 1: Starter (preparing the brain for learning)  5 minutes	Teacher tells a short interesting story and asks learners to indicate the most important ideas in the story.	
Phase 2 : Main (new learning including assessment)  20 minutes	<ul style="list-style-type: none"> <li>• Last week, we read a passage on a certain topic. Someone should tell the class the title of that passage. What was passage all about? Today, we are going to look at how we can simplify a long passage. This is termed, Summarising.</li> <li>• Put learners into different ability and gender groups (five in a group) and give each group a different passage to read, identify and write down the most important ideas in every paragraph of the passage. Go round and assist groups in their group work.</li> </ul> <p>Let each group present the main ideas in their passage for peer review.</p> <ul style="list-style-type: none"> <li>• Teach learners the skills in summarising a given passage or text.</li> </ul> <p>The skills include:</p> <ol style="list-style-type: none"> <li>a. Reading the passage carefully and closely.</li> </ol>	Printed passages, class reader

	<p>b. Identifying the topic sentences.</p> <p>c. Using the topic sentences to write a short summary. Etc</p> <p>Give learners passages and ask them to read and identify the topic sentences in each paragraph.</p> <p>Give learners longer passages to read and summarise the passages in given number of words or sentences.</p> <p>Closure:</p> <p>a. Let a learner tell a short story.</p> <p>b. Call another learner to summarise the story in a given number of words or sentences.</p> <p>c. Let learners ask questions for clarification.</p> <p>d. Ask questions for learners to answer orally.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Do a short overview of the lesson with learners by asking them to relate the lesson to their personal and everyday experiences.</p>	

## WORKSHEETS

### Worksheet 1

#### WORKSHEET FOR B1 LESSON 1

Indicator: B1.1.7.1.1: Describe themselves–talking about the oneself.

1. Group Activity: Draw at least three members of your group and display your work on the class notice board.
2. Pair Activity: Tell your friend something about yourself. Every learner should tell the class what the friend said about himself or herself.
3. Learners to describe themselves to the class using the following points:
  - a. Name (Day name)
  - b. Age
  - c. Residence
  - d. School attending
  - e. Class

NOTE: Please translate the above into the Ghanaian language being taught

### Worksheet 2

#### Indicators: B2.2.6.1.5: Answer simple questions based on texts read.

1. Group Project: Write all the unfamiliar (new) words you have seen in the passage on a manila card and use them to form simple sentences.
2. Pair Activity: Form two sentences with any two of the unfamiliar words and show it to your friend for him/her to review and read them aloud to the class.
3. Read the passage below and answer the questions that follow.

The weather deceived Kwadwo so he stayed much longer in bed this morning. His mother, Maame Ayensua went to Kwadwo's room and was shocked to meet Kwadwo still in bed. She called him and told him that he was late for school.

Kwadwo woke up, brushed his teeth, took his bath, dressed and left home for school. On the way, he thought of how late comers are treated in school and decided to forgo school on that day.

The young boy was so unlucky that day. His teacher, Mr. Mensah, was also late for school that same day. On his way, he saw Kwadwo sitting under a big mango tree. Kwadwo thought of running when he saw the teacher but it was too late for him. He was taken to school and punished according to the school rules and regulations on discipline.



a. Why did Kwadwo stay much longer in bed?

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Answer to be given orally by learners and written here by the teacher.

b. Who woke him up?

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Answer to be given orally by learners and written here by the teacher.

c. Who caught Kwadwo?

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Answer to be given orally by learners and written here by the teacher.

d. Why was Kwadwo punished?

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Answer to be given orally by learners and written here by the teacher.

e. Where was Kwadwo seated when Mr. Mensah saw him?

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Answer to be given orally by learners and written here by the teacher.

f. According to the passage, What should we do when we wake up in the morning?

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Answer to be given orally by learners and written here by the teacher.

## Worksheet 3

### Indicator: B3.6.2.1.1: Read short stories aloud correctly.

1. Group Project: A short passage is given to learners in groups to meet, read and discuss the passage and read aloud the passage to the class in turns
2. Pair Activity: Select all unfamiliar words and discuss them with your partner. Come out with one sheet with the unfamiliar words from both of you written on the sheet. Pronounce the words as a group and then individually.
3. Read the following passage aloud:

This is a market. It is called the Tuesday Market. Market booms on Tuesdays. This is why the market was named Tuesday Market. On this day, a lot of people come to do business there. Foodstuffs are the commonest commodity you would see on that day. Prices of goods are also reduced on that day.

The market is located at Korle-Gonno. Korle-Gonno is one of the towns in the Greater Accra region. A lot of people live in this small area in Greater Accra.




NOTE: The passage should be translated into the Ghanaian Language being taught.

WORKSHEET FOR B4 LESSON 1

Indicator: B4.1.1.1.1 Sing and discuss songs connected to traditional occupations and their importance.

1. Group Project: write all the traditional occupations you know and list their working tools beside them.
2. Pair-Activity: draw the tools used in any one of the occupations you have listed and write their names under them.
3. Write these words correctly
  - a. shingfi
  - b. hntiung
  - c. Mingfar
4. Write any three foreign occupations you know
  - a.
  - b.
  - c.

5.

Match these tools with the correct occupations. Occupation	Tool
Hunting	
Farming	
Fishing	

## WORKSHEET 5

**Indicator: B5.5.5.1.1: Recognise and use postpositions in complex sentences and paragraphs.**

1. Group Project: Write down twenty (20) well punctuated complex sentences on a card using postpositions and display it on the notice board.
2. Pair Activity: Write all the postpositions you know in your language.
3. Underline the post positions in the following sentences:
  - a. They stood behind the lady but he didn't utter a word.
  - b. The ladies went inside the room and slept.
  - c. The children sung outside the classroom while the teacher stood inside to watch
  - d. The soldier stood on top of the building and gave a command.
  - e. We stood beside the man as he delivered his key note address.

NOTE: Do translate the sentences into your language areas.

4. Form two sentences each with the following postpositions

a. Inside:

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b. Outside:

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## WORKSHEET 6

**Indicator(s):B6.2.9.1.1: List the most important idea from a paragraph.**

**B6.2.9.1.2: Recognise topic sentences in each paragraph. B6.2.9.1.3: Re-write the main ideas in a passage in a logical order.**

1. Group Project: Write the topic sentence in each of the paragraphs in the passage below?
2. Pair Activity: Write the most important ideas in the paragraphs of the passage below and compare what you have written with that of your friend.
3. Read the following passage and answer the questions that follow:

On a bright Sunday morning when the birds where singing beautifully to welcome the early morning sun and the wind singing its normal morning hymn, Mr. Ayiku's son got married to Mr. Aryee's daughter at the St. Loius Catholic Church at Oyarifa.

The ceremony was attended by a lot of people from all walks of life. Some dressed in violet and others in white. Some were also dressed in purple. As soon as the couple appeared in the church room, the cheers that met them is something that is beyond imagination.

The occasion ended with a reception at the King's Palace Gardens inside Broadcasting Hill. The occasion was a success.

a. Write the topic sentence of each of the paragraphs

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b. Re-write the main ideas you have written in logical order or according to how the paragraphs are arranged.

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NOTE: Please do translate the passage and questions into your language areas.

# RESOURCE PACK FOR RME

## 1.0 FRONT MATTER OF THE RME CURRICULUM

### 1.1 Rationale for RME

- RME is an indispensable part of human growth and development (character formation and moral education).
- It complements what is acquired at home and immediate community.
- It helps to solve major moral issues of corruption, lackadaisical attitude towards work and poor attitude toward the environment.

### 1.2 Teaching Philosophy

RME should be learner-centred rather than teacher-centred.

### 1.3 Learning Philosophy

Learning RME through practical activities like demonstrations, role plays, recitals, games, group work and visiting important religious and historic sites.

### 1.4 General Aims

The curriculum aims to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### 1.5 Specific Aims

The specific aim of teaching and learning Religious and Moral Education is to encourage and enable learners to:

- develop an awareness of their Creator and the purpose of their very existence.
- develop an understanding and tolerance of other people's faiths and cultures.
- draw the difference between acceptable and unacceptable behaviours so that they can make the right decisions in any situation and thus become responsible citizens.
- acquire the socio-cultural values inherent in the three major religions in Ghana (i.e. Christianity, Islam and African Traditional religion) which will help them cope with the variety of moral choices they have to make in today's rapidly changing world.
- develop the spirit of team work, collaboration and togetherness in nation-building.

- increasingly develop the ability to respond to religious beliefs and practices in an informed, rational and responsible way.

## 1.6 Instructional Guidelines

The teacher is expected to:

- aid learners to make sense of problems and persevere in solving them, including using higher order reasoning and problem-solving skills.
- get learners to think critically about tasks and their solutions by asking questions and challenging each other's views until a consensus is reached.
- encourage learners to present their own ideas in ways that make sense to others and critique each other's reasoning.
- enable learners to work together to represent real life situations and in multiple ways  
(e.g. oral, text, pictures, diagrams, videos, role plays, sketches, etc.).
- support learners to use appropriate technologies to solve problems embedded in their culture and the larger society.
- provide opportunities for learners to realise that it is necessary to be precise - using facts - when sharing ideas.

## 1.7 Structure and Organisation of the Curriculum

### Scope and Sequence

STRANDS	SUB-STRANDS	B1	B2	B3	B4	B5	B6
God, His Creation and Attributes	God the Creator	✓	✓	✓	✓	✓	✓
	The Environment		✓	✓	✓	✓	✓
	Purpose of God's Creation		✓	✓			
Religious Practices and their Moral Implications	Religious Worship in the three major Religions in Ghana	✓	✓	✓	✓	✓	✓
	Religious festivals in the three major Religions in Ghana	✓	✓	✓	✓	✓	✓
Religious	Birth of the leaders of the three major Religions in Ghana	✓					
	Early Life of the Leaders of the three major Religions		✓				
	The call of the leaders of the three major Religions		✓				

Leaders	Ministry and latter lives of Leaders of the three major religions in Ghana					✓	✓
The Family and the Community	Roles and Relationships	✓	✓	✓	✓	✓	✓
	Personal Safety in the Community	✓	✓	✓			
The Family, Authority and Obedience	Authority and Obedience				✓	✓	✓
	Roles, Relationships in the Family and Character Formation				✓	✓	✓

## 2.0 PEDAGOGY AND ASSESSMENT

### 2.1 Sample Assessment Tasks in RME

Content Standard	Indicator	Assessment for learning	Assessment as learning	Assessment of learning
B4 1.1.2. Appreciate the uniqueness of humankind and other creatures	B4.1.1.2.1. Identify the uniqueness of humankind from other creatures.	In the course of the lesson: Identify what things make humankind and other creatures survive in their environment.	Before the lesson: Find in the environment things created by God and where they are located.	End of term Exam: Explain the differences between humankind and other creatures.

Content Standard	Indicator	Assessment for learning	Assessment as learning	Assessment of learning
B1. 3.1.1. Narrate the birth stories of the leaders of the three main religions	B1. 3.1.1.1: Narrate the stories of the birth of religious leaders.	During the lesson: Discuss among yourselves how naming ceremonies take place and why they take place.	Before the lesson: Discuss the importance of names, date of birth, parents' names, etc.	End of Unit Exercise: Write the following: <ol style="list-style-type: none"> <li>1. Full name</li> <li>2. Date of birth</li> <li>3. Place of birth</li> <li>4. Father's name</li> <li>5. Mother's name</li> </ol>



## USE OF VARIETY OF ASSESSMENT STRATEGIES

### Design assessment tasks for a content standard in the new RME Curriculum.

**Content Standard: B4. 1.2.1. Explain the effects of human activities on the environment.**

**Indicator: 1.2.1.1 Discuss the effects of human activities on the environment.**




#### Assessment

1. Pair-Activity: Discuss and identify human activities that promote poor environmental conditions. Share your answer with the whole class.
2. Group Project: Design posters on clean environments to be pasted on the classroom walls.
  - a. Look at the picture below and answer the following questions:



- b. The children are playing in a ---environment. (clean, dirty)
  - c. This environment can make the children..... (healthy, sick).
  - d. The water in the environment is..... ) for drinking. (good, bad)
3. Draw and colour the following:
    - a. healthy environment
    - b. dirty environment
  4. Fill in the blank spaces with the following letters: ( ir, ea, ee)
    - a. cl--n
    - b. d -t
    - c. tr--
  5. Complete the following sentences with the correct words or phrases ( sickness, fresh air, erosion)
    - (i) Deforestation can cause...
    - (ii) Drinking dirty water cab cause...
    - (iii) Trees give humankind...

6. Match the pictures in column B with their appropriate description in column A

BOX A	BOX B
desertification	
dirty water	
clean water	

7. Look at the picture below.



Write down three things we can do to preserve this environment.

### 3.1 SAMPLE SCHEME OF LEARNING FOR RME

#### 3.2 Yearly Scheme of Learning

**Table 3.1: Yearly Scheme of Learning**

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Personal Safety in the Community
2	God the Creator	Religious Festivals in the Three Major Religions in Ghana	Personal Safety in the Community
3	God the Creator	Birth of the Leaders of the three Major Religions in Ghana	Personal Safety in the Community
4	The Environment	Birth of the Leaders of the three Major Religions in Ghana	Personal Safety in the Community
5	The Environment	Early Life of the Leaders of the three Major Religions	Authority and Obedience
6	The Environment	Early Life of the Leaders of the three Major Religions	Authority and Obedience
7	Purpose of God's Creation	Early Life of the Leaders of the three major religions	Authority and Obedience
8	Purpose of God's Creation	The Call of the Leaders of the Three major religions	Authority and Obedience
9	Religious Worship in the Three Major Religions in Ghana	The Call of the Leaders of the Three major religions	Role, Relationship in the Family and Character Formation
10	Religious Worship in the Three Major Religions in Ghana	Ministry and latter Lives of Leaders of the Three Major Religions in Ghana	Role, Relationship in the Family and Character Formation
11	Religious Worship in the Three Major Religions in Ghana	Ministry and latter Lives of Leaders of the Three Major Religions in Ghana	Role, Relationship in the Family and Character Formation
12	Religious Festivals in the Three Major Religions in Ghana	Ministry and latter Lives of Leaders of the Three Major Religions in Ghana	Role, Relationship in the Family and Character Formation

NB The allocation of the sub-strands for each term depends on the exemplars under each indicator.

### 3.3 Termly Scheme of Learning for RME

Table 3.2 Suggested format for writing Scheme of Learning (SoL) for P1 Term 1

Wee k	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1 & 2.	God , His Creation and Attributes	Explore God's Creation.	B1.1.1.1	B1.1.1.1.1 B1.1.1.1.2	Wall charts, wall words, posters, video clip, etc. of the creation stories of the three main religions in Ghana
3 .	God , his Creation and Attributes	Explore God's Creation	B1.1.1.1	B1.1.1.1.1 B1.1.1.1.2	wall charts, wall words, posters, video clip, etc. of natural things like plants, animals, mountains, real natural objects, etc.
3.	God , his Creation and Attributes	Mention the names of some of the things God created- things on the land	B1.1.1.1	B1.1.1.1.1 B1.1.1.1.2	wall charts, wall words, posters, video clip, etc. of natural things like water bodies, real natural objects, etc.
4.	God , his Creation and Attributes	Mention the names of some of the things God create d- things in water	B1.1.1.2	B1.1.1.1.2	wall charts, wall words, posters, video clip, etc. of natural things like water bodies, real natural objects, etc.
5.	God , his Creation and Attributes	Mention the names of some of the things God created- things in water	B1.1.1.2	B1.1.1.1.2	wall charts, wall words, posters, video clip, etc. of natural things like water bodies, real natural objects, etc.
6.	God , his Creation and Attributes	B1.1.1.1.3: Examine some attributes of God.	B1.1.1.3	B1.1.1.3	wall charts, wall words, posters, video clip, etc.

7.	God , his Creation and Attributes	B1.1.1.1.3 : Examine some attributes of God.	B1.1.1.3	B1.1.1.3	wall charts, wall words, posters, video clip, etc.
8.	God , His Creation and Attributes	B1.1.1.1.3: Examine some attributes of God.	B1.1.1.3	B1.1.1.3	wall charts, wall words, posters, video clip, etc.
9.	Religious Practices and their Moral Implications	B1 2.1.1.: Name the three main types of worship in Ghana.	B1.2.1.1.1	B1.2.1.1.1.	wall charts, wall words, posters, video clip, etc.
10.	Religious Practices and their Moral Implications	B1 2.1.1.: Name the three main types of worship in Ghana.	B1.2.1.1.1	B1.2.1.1.1.	wall charts, wall words, posters, video clip, etc.
11.	Religious Practices and their Moral Implications	B1 2.1.1.: Name the three main types of worship in Ghana.	B1.2.1.1.1	B1.2.1.1.1.	wall charts, wall words, posters, video clip, etc.
12.	R e l i g i o u s Practices and their Moral Implications	B1 2.1.1.: Name the three main types of worship in Ghana.	B1.2.1.1.1	B1.2.1.1.1.	wall charts, wall words, posters, video clip, etc.



### 3.4 Sample Weekly Lesson Plan for RME

Learning Indicator (s) (Ref. No.)	B6.1.2.1.1: Explain how humankind and the environment interrelate.
Performance Indicator	The learner can: 1. explain the uniqueness of humankind 2. identify: (i) natural things (ii) herbivores (iii) carnivores (iv) omnivores 3. Mention ways of protecting the environment.
Week Ending	
Reference	RME Curriculum page, 47
Teaching/Learning Materials:	wall charts, word cards, word walls, video where possible, posters, etc.

#### Key words: Species, Shelter

DAY	Phase 1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ reflections (learner and teacher) 10 minutes
Monday	Start with a related poem recital such as: <i>All things bright and beautiful</i> <i>All creatures great and small</i> <i>All things wise and wonderful</i> <i>The Lord God made them all.</i> Have learners mention natural things (things created by God) that are bright and	Step 1: Go through the following vocabulary with learners using the word cards and wall charts: Carnivore, herbivore, omnivore, parasites, dispersal, survival, oxygen, carbon dioxide. Help learners to explain the natural environment. Suggested responses:	What have we learnt today? What are some things that God created? What is a natural environment? Mention 2 plants that depend on other plants for survival. What are the following: herbivores carnivores omnivores

beautiful in the environment and classify them into big and small.

Suggested responses:

- (i) bright and beautiful things: human beings, flowers, butterflies, birds, etc.

(ii) Great and small objects:

Great Objects	Small Objects
human kind	flowers
cow	creeping plants
Sun	flies
mahogany	birds
mountain	grass

- (i) The natural environment encompasses all living and non-living things occurring naturally on the Earth.

- (ii) It is an environment that encompasses the interaction of all living species.

Ask learners to mention how each creature is dependent on the other.

Suggested responses:

- (i) Animals depend on plants.
- (ii) Most birds have their homes (nests) on trees.
- (iii) Some animals eat plants (herbivores).
- (iv) Some animals eat animals (carnivores).

- (v) Some animals eat both plants and other animals (omnivores).

- (vi) Humankind uses both plants and animals for food.

- (vii) Plants give

Mention three things humankind gets from the environment.  
Mention 2 things plants get from animals.

Mention 2 ways humankind can protect God's creation.

Project Work:  
Group Project

In groups of 10, do the following:

Groups 1 and 2 - tree planting exercise

Groups 3 and 4 - cleaning your classroom

Assignment

Write an essay on the topic "Cleanliness is next to Godliness". Your essay should be about 140 words long.

humankind  
and oxygen.

(viii) Animals give  
plants carbon  
dioxide.

(ix) Humankind  
uses plants for  
shelter. etc.

Guide learners to  
talk about the  
religious and moral  
lessons about  
preserving the  
environment:

(i) humans must  
account for their  
stewardship of  
the environment.

(ii) to promote  
healthy life.

(iii) to respect other  
creatures' right to  
survival.

(iv) it is a command  
from God, etc.

Learners in groups,  
write four ways  
humankind can  
protect the  
environment:

Suggested responses:

(i) afforestation.

(ii) protection of  
water bodies.

(iii) proper  
methods of  
fishing and  
hunting.

(iv) proper disposal of  
refuse.



		(v) legal methods of mining. (vi) avoiding indiscriminate bush-burning. (vii) proper ways of sand-winning, etc.	
		Learners in groups, dramatise how to protect the environment. NB Let learners do a project on the preservation of the environment: tree planting, clean-up exercises, etc.	

### 3.5 Sample Lessons in RME

#### Basic 1

Date: 17th March, 2019 Period: 30 minutes		Subject: Religious and Moral Education	
Time: 11:00-11:30		Strand: Religious Practises and their Moral Implications.	
Class: B1 Class size: 50		Sub-strand: Religious Festivals in the Three Major Religions in Ghana.	
Content Standard: B1.2.2.1.1 Describe religious festivals	Indicator: B1.2.2.1.1: Describe religious festivals in Ghana.	Lesson 1 of 1	
Performance Indicator: The learner can: (i) Mention Ghanaian festivals. (ii) Talk about festivals in the community.		Core Competencies: Communication and Collaboration, Critical Thinking, Creativity and Innovation, Digital Literacy. Subject Specific Practices: Commitment, Dedication Cultural Identity, Reconciliation, Togetherness, Unity Values: Sharing , Love	
Key words: Festivals, community			

Time	Learner Activities	TLMs
Starter 5 minutes	<ol style="list-style-type: none"> <li>Learners mention the festivals celebrated in their community.</li> <li>Learners tell when the festivals are celebrated in their community.</li> <li>Go through new vocabulary: festivals, community, date of birth, etc.</li> </ol>	wall chart and posters on festivals
Main Activity 20 minutes	<ol style="list-style-type: none"> <li>Learners watch a video or posters/ drawings/wall chart of festivals celebrated in their community.</li> <li>Learners in groups, discuss the birth of Christ and the Prophet Mohammed in terms of: <ul style="list-style-type: none"> <li>Parents' name:</li> <li>Place of birth:</li> </ul> </li> <li>Learners discuss their findings.</li> </ol>	
	<ol style="list-style-type: none"> <li>Learners dramatise the birth of Jesus Christ.</li> </ol>	
Plenary/ Reflections (Learner and teacher) 5 minutes	<ol style="list-style-type: none"> <li>Name the festival or festivals celebrated in your community.</li> <li>Where was The Lord Jesus Christ born?</li> <li>Who were prophet Mohammed's parents?</li> </ol>	

## Lesson 2

### Basic 2

Date: 17th March, 2019      Period: 1		Subject: Religious and Moral Education
Duration: 30 minutes		Strand: God his Creation and Attributes
Class: B2      Class size: 50		Sub-Strand: Purpose of God's Creation
Content Standard: B2.1.3.1 Appreciate things created by God	Indicator: B2.1.3.1.1 Explain the purpose of God's creation.	Lesson 1 of 1
Performance Indicator: The learner can: (i) mention things created by God. (ii) discuss the usefulness of things created by God.		Core Competencies: Cultural Identity, Communication and Collaboration, Critical Thinking, Creativity and Innovation Digital Literacy.
Key words: Products, dishes, prepare		Subject Specific Practices: Appreciation, Reconciliation, Unity, Loyalty, Responsibility, Togetherness, Dedication
Time	Learner Activities	TLMs
Starter 5 minutes	<ol style="list-style-type: none"> <li>Learners mention things created by God.</li> <li>Learners mention and group the things into plants and animals.</li> </ol>	egg, milk, grated nutmeg, vanilla, silk dress, woollen dress, belt, leather bag, pictures of animal products.
Main Activity 20 minutes	<ol style="list-style-type: none"> <li>Group learners to mention the usefulness of animals to humankind.</li> <li>Learners discuss their findings.</li> </ol>	

	Guide learners to prepare simple egg dishes like fried egg, scrambled eggs, egg flip (1 cup milk, 1 tsp. vanilla extract, 1 egg, 1 tsp. sugar, grated nutmeg. (Wash and beat egg, add milk, stir, add vanilla and grated nutmeg/lemon rind, add a pinch of salt and sugar, stir again, serve in a plate).	
	Assessment: Let learners draw and colour objects made from animals.	
Plenary/ reflections (learner and	Name three animal products. Draw and label the following: a. belt b. shoe c. milk d. Egg	

### Lesson 3

#### Basic 3

Date: 17th March, 2019 Period: 1		Subject: Religious and Moral Education	
Time: 11:00-12:00		Strand: The family and the community	
Class: B3 Class size: 50		Sub-Strand: Roles and Relationships	
Content Standard: Appreciate the role of the family and the community in their relationship with God		Indicator: B3.4.1.1.1 Discuss God's promises to humankind.	
		Lesson 2 of 3	
Performance Standard: The learner can: (i) mention God's promises to humankind. (ii) tell how some religious leaders were called by God. (iii) tell the importance of responding to God's calls.		Core Competencies: Personal Development and Leadership, Communication and Collaboration, Cultural Identity and Global Citizenship. Subject Specific Practices: Trust, Commitment, Loyalty, Obedience, Humility, Unity, Responsibility, Togetherness, Gratitude. Values: Respect, Love.	
Key words: Reward, Character			

Time	Learner Activities	TLMs
Starter 5 minutes	<ol style="list-style-type: none"> <li>Learners watch a 5 minute video clip or posters depicting the call of Abraham (Ibrahim) and Moses (Musa), Okomfo Anokye.</li> <li>In pairs, learners discuss the actions of the main characters in the video.</li> </ol>	word wall, wall charts, posters, video clips.
Main Activity 20 minutes	<ol style="list-style-type: none"> <li>Learners go through new vocabulary: Okomfo Anokye, Abraham, Ibrahim, Musa, etc.</li> <li>Lead learners to identify the promises God made to humankind: the call of Abraham (Ibrahim) - God promised him eternal life; the call of Moses (Musa), etc.</li> <li>In groups, let learners discuss the calls of Abraham (Ibrahim), Moses (Musa) and Okomfo Anokye.</li> </ol>	
	<ol style="list-style-type: none"> <li>Learners in groups, role play the call of Moses (Musa).</li> </ol>	
Plenary/ reflections (learner and teacher) 5 minutes	<ol style="list-style-type: none"> <li>Describe the call of <ol style="list-style-type: none"> <li>Abraham (Ibrahim),</li> <li>Moses (Musa) and,</li> <li>Okomfo Anokye.</li> </ol> </li> <li>How did each leader respond to his call?</li> <li>What reward did the leader get for obeying the call?</li> </ol>	
Group Project Work	Create your own four-line poem on the theme responding to the call of God.	

## Lesson 4

### Basic 4

Date: 15th March, 2019      Period: 1 hour		Subject: Religious and Moral Education
Time: 10:30-11:30		Strand: Religious Practices and their Moral Implications
Class: B4      Class size: 44		Sub-strand: God the creator
Content Standard: B4.2.1.1. Appreciate the importance of prayer, worship and other acts of worship.	Indicator: B4.2.1.1.1 Name the various forms of worship.	Lesson 1 of 3
Performance Standard: The learner can:  (i) explain what worship is. (ii) write ways by which they worship their object of worship. (iii) write the similarities and differences in the mode of worship among the 3 major religions of Ghana.		Core Competencies: Personal Development and Leadership Communication and Collaboration, Cultural Identity, Subject Specific Practices: Faithfulness, Obedience, Commitment, Humility, Unity, Gratitude  Values: Respect, Love
Key words: worship, ancestors		
Time	Learner Activities	TLMs
Starter  10 minutes	1. Learners mention the 3 major religions in Ghana.  Suggested responses: (i) Christianity, (ii) Islam, (iii) Traditional African Religion.  2. Learners mention the objects of worship of the 3 religions.	word wall, wall charts, posters, video clips.
	Suggested responses: (i) Christianity (God) (ii) Islam (Allah) (iii) Traditional African Religion (gods, ancestors, etc.)	
Main Activity 40 minutes	<ul style="list-style-type: none"> <li>Learners read what is on the word wall: worship, object of worship, ancestors, etc. and teacher help them explain their meanings.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Let learners observe pictures or a 5 minute video clip depicting various forms of worship and discuss them.</li> <li>• Ask learners to mention the various forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional, African religion.</li> <li>• Ask learners in pairs to write down the similarities and differences in the mode of worship among the 3 major religions.</li> <li>• In groups, learners write down the activities that go on during worship.</li> <li>• Let learners dramatise the modes of worship among the three major religious groups.</li> </ul>	
Plenary/ reflections (learner and teacher 10 minutes	<ol style="list-style-type: none"> <li>1. What is worship?</li> <li>2. Write two ways of worship in the three major religions.</li> <li>3. What are the similarities and mode of worship among the 3 religions?</li> <li>4. What activities go on during worship?</li> </ol>	
Class Exercise/ Project Work	<p>Group Work</p> <p>Write an essay on the topic, "Different religions, one people".</p>	

## Lesson 5

### Basic 5

Date: 15th March, 2019		Period: 1 hour	Subject: Religious and Moral Education
Time: 10:30-11:30		Strand: 1	
Class: B5	Class size: 48		Sub-strand: 1
Content Standard: B5.1.1.1 Appreciate the nature of God as the Creator		Indicator: B5.1.1.1 Explain how special each individual is.	Lesson 1 of 2
Performance Standard: The learner can:  1. explain what uniqueness of humankind is. 2. write characteristics that make them different from others. 3. write qualities of God that they need to demonstrate. 4. List the benefits of demonstrating the qualities of God.		Core Competencies: Communication and Collaboration, Cultural Identity and Global Citizenship, Personal Development and Leadership.  Subject Specific Practices: Respect, Responsibility, Stewardship.  Subject: Caring, Love.	
Key words: Uniqueness			
Time	Learners Activities	TLMs	
Starter  10 minutes	<ol style="list-style-type: none"> <li>Learners recite a related poem like:  I am unique With a special physique I am short Not with a snort You are tall Not as high as the wall God loves me And I love my neighbour.</li> <li>Ask learners to tell:               <ol style="list-style-type: none"> <li>why the poet is unique.</li> <li>how the poet is different from you.</li> <li>the characteristic God shares with the poet and how he/she displays the characteristic.</li> </ol> <p>Suggested responses:</p> <ol style="list-style-type: none"> <li>He/she has a special form/physique.</li> <li>He/she is short, but I am tall</li> </ol> </li> </ol>	word wall, wall charts, posters, video clips.	



	(iii) God shares His love with me/God loves me. The poet also loves his/her neighbour.	
Main Activity 40 minutes	<p>Step1:</p> <ol style="list-style-type: none"> <li>1. Learners read what is on the word wall: unique, different, special, physique, etc.</li> <li>2. Show a video/poster of the creation story (if available).</li> <li>3. Through various activities such as working in pairs or in groups, learners discuss how each person is unique and different from the other.</li> </ol> <p>Step 2:</p> <ol style="list-style-type: none"> <li>(i) Learners mention the characteristics of God they know.</li> <li>(ii) Learner in groups, perform a play on different themes about characteristics of God.</li> <li>(iii) Learners mention the characteristics of God that He shares with humankind.</li> </ol> <p>Suggested responses: fair, patient, kind, merciful, loving, faithful, etc.</p>	
Plenary/ Reflections (Learner and teacher)	<ol style="list-style-type: none"> <li>1. What is meant by uniqueness of humankind?</li> <li>2. What characteristics make humankind different from other creatures?</li> <li>3. What qualities of God does humankind need to demonstrate?</li> <li>4. What are the benefits to humankind for demonstrating the qualities of God?</li> </ol> <p>Group Work</p> <p>Discuss in your groups the uniqueness of humankind. Each person should write an essay on the topic, "Why humankind is special among God's creation".</p>	

## Lesson 6

### Basic 6

Date: 15th March, 2019		Period: 1 hour	Subject: Religious and Moral Education
Time: 10:30-11:30		Strand: 4	
Class: B6	Class size: 40		Sub-strand: 2
Content Standard: B6.1.2.1		Indicator: B6.1.2.1.1	Lesson 1 of 2
Appreciate the uniqueness of humankind and their environments.		Explain how humankind and the environment interrelate.	
Performance Indicator A learner can explain the following terms: (i) natural things, (ii) herbivores, (iii) carnivores, (iv) omnivores. A learner can mention ways of protecting the environment		Core Competencies: Communication and Collaboration, Critical Thinking and Problem Solving Subject  Specific Practices: Appreciation, Truthfulness, Protection.  Values: Caring, Love, Cleanliness, Responsibility.	
Time	Start Activities		TLMs
10 minutes	1. Start with a related poem recital such as: All things bright and beautiful All creatures great and small All things wise and wonderful The Lord God made them all.		wall charts, word cards
	2. Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small.		
	Suggested responses: (i) bright and beautiful things: human beings, flowers, butterflies, birds, etc.		

	<p>(ii) great and small objects:</p> <table border="1"> <thead> <tr> <th>Great Objects</th> <th>Small Objects</th> </tr> </thead> <tbody> <tr> <td>human kind</td> <td>flowers</td> </tr> <tr> <td>cow</td> <td>creeping plants</td> </tr> <tr> <td>sun</td> <td>flies</td> </tr> <tr> <td>mahogany</td> <td>birds</td> </tr> <tr> <td>mountain</td> <td>grass</td> </tr> </tbody> </table>	Great Objects	Small Objects	human kind	flowers	cow	creeping plants	sun	flies	mahogany	birds	mountain	grass	
Great Objects	Small Objects													
human kind	flowers													
cow	creeping plants													
sun	flies													
mahogany	birds													
mountain	grass													
Main Activity 40 minutes	<p>Step 1:</p> <p>1. Go through the following vocabulary with learners using the word cards and wall charts: carnivore, herbivore, omnivore, parasites, dispersal, survival, oxygen, carbon dioxide.</p>													
	<p>2. Help learners to explain the natural environment.</p> <p>Suggested responses:</p> <p>(i) The natural environment consists of all living and non-living things occurring naturally in the environment.</p> <p>(ii) It is an environment that comprises the interaction of all living and non-living things.</p>													
	<p>Step 2:</p> <p>Ask learners to mention how each creature is dependent on the other.</p> <p>Suggested responses:</p> <p>(i) Plants depend on plants (creeping plants).</p> <p>(ii) Most birds have their homes in trees (nests).</p> <p>(iii) Some animals eat plants (herbivores).</p> <p>(iv) Some animals eat animals (carnivores).</p> <p>(v) Some animals eat both plants and other</p>													

	<p>animals (omnivores such as humankind).</p> <p>(vi) Plants give humankind oxygen.</p> <p>(vii) Animals give plants carbon dioxide.</p> <p>(viii) Humankind uses plants for shelter. etc.</p>	
	<p>Guide learners to talk about the religious and moral lessons in preserving the environment:</p> <p>(i) must account for humans/their stewardship of the environment.</p> <p>(ii) to promote healthy life.</p> <p>(iii) to respect other creatures' right to survival.</p> <p>(iv) it is a command from God, etc.</p>	
	<p>Step 3: Learners' in groups, write four ways humankind can protect the environment: Suggested responses:</p> <p>(i) afforestation.</p> <p>(ii) protection of water bodies.</p> <p>(iii) proper methods of fishing and hunting.</p> <p>(iv) proper disposal of refuse.</p> <p>(v) legal methods of mining.</p> <p>(vi) avoiding indiscriminate bush-burning.</p> <p>(vii) proper ways of sand-winning, etc.</p> <p>Learners' in groups, dramatise how to protect the environment.</p> <p>Step 4: Let learners do a project on the preservation of the environment: tree planting, clean-up exercises, etc.</p> <p>Have learners write about their project work findings for next class discussion.</p>	

Plenary/ Reflections (Learner and teacher 10 minutes	<ol style="list-style-type: none"> <li>1. What are some things that God created?</li> <li>2. What is a natural environment?</li> <li>3. Mention 2 plants that depend on other plants for survival?</li> <li>4. What are the following:</li> </ol>
	<ol style="list-style-type: none"> <li>(i) herbivores.</li> <li>(ii) carnivores.</li> <li>(iii) omnivores.</li> <li>5. Mention three things humankind gets from the environment.</li> <li>6. Mention 2 things plants get from animals.</li> <li>7. Mention 2 ways humankind can protect God's creation.</li> </ol>
Class Exercise / Project Work	<p>Group Project</p> <ol style="list-style-type: none"> <li>1. In groups of 10, do the following: Group 1- tree planting exercise Group 2- cleaning your classroom Group 3- clean your head teacher's office Group 4- clear your school park of rubbish</li> <li>2. Share your experience with your class.</li> </ol>
Plenary/ Reflections (learner and teacher 10 minutes	<ol style="list-style-type: none"> <li>1. What is commitment?</li> <li>2. Mention any two personalities who show commitment to Ghana.</li> <li>3. Give 3 reasons why we need to be committed citizens.</li> <li>4. What 3 benefits do we get from being committed citizens?</li> </ol>
Class Exercise/ Project Work	<p>Group Project Write two ways of showing commitment to:</p> <ol style="list-style-type: none"> <li>1. oneself.</li> <li>2. one's family.</li> <li>3. one's country.</li> </ol>

### 3.6 WORKSHEETS

#### Worksheet 1

##### Indicator B1.2.2.1.1: Describe religious festivals in Ghana

1. Match the following festivals in column A to the people who celebrate it in column B.

Column A	Column B
Hogbetsotso	Northern Ghana
Bakatue	Ga
Odwira	Akwapim
Damba	Anlo
Homowo	Fante

2. Draw and colour a chief sitting on a stool or a skin during a festival.
3. Complete each sentence with the correct word.
  - (i) Festivals bring ---- (happiness, sadness).
  - (ii) The Lord Jesus Christ was born in a ..... (manger, hospital)
  - (iii) The Holy Prophet Muhammad's..... died before he was born. (mother, father)
4. Draw the baby Jesus in a manger.

#### Worksheet 2

##### Basic 2

##### Indicator: B2.1.3.1.1 Explain the purpose of God's creation

1. Complete the table below by writing 3 things created by God in the space provided:

NO	Things Created by God
1	
2	
3	

2. Consider the list below. Differentiate the things created by God from those created by humankind.

Objects
Beans
Boy
Car
Woman

Cocoa
Gari
cocoa powder

3. Draw and colour one thing we obtain from each of the following
  - (i) wood.
  - (ii) clay.

### Worksheet 3

#### Basic 3

**Indicator: B3.4.1.1.1 Discuss God's promises to humankind.**

1. Provide one way by which God can call a person
2. Write one promise God made to the following faithful people:
  - (i) Abraham (Ibrahim).
  - (ii) Moses (Musa).
3. In what way(s) did Abraham (Ibrahim) respond to his call from God?
4. Briefly write one thing you will do to show your response to God's call.
5.
  - i. Write two benefits you (as a child) will gain from responding to God's call.
  - ii. How will this help you, your community and/or your country

### Worksheet 4

#### Basic 4

**Indicator: B4.2.1.1.1 Name the various forms of worship.**

1. Match the word or group of words in column A to its corresponding word or group of words in column B.

A	B
reverence for one's deity	Islam
ancestors	Traditional African Religion
Allah	Moslems
Libation	Worship
Salat	Christians
rosary	

2. What is worship?
3. What are the modes of worship in:
  - (i) Christianity?
  - (ii) Islam?
  - (iii) Traditional African Religion?
4.
  - (i) Write two differences between Christian worship and Traditional African Religious worship.
  - (ii) Write two similarities between Christian worship and Islamic worship.
  - (iii) Write two similarities between Islamic worship and Traditional African Religious worship.
5. Write three benefits you get from worshipping your deity.
6. Write a four line poem under the topic, "Different religions, one people".

## Worksheet 5

### Basic 5

**Indicator: B5.1.1.1 Explain how special each individual is.**

1. What are the following:
  - (i) uniqueness.
  - (ii) characteristics.
  - (iii) Use each of the words above to form a sentence.
2. List three characteristics in you that make you unique and different from your sibling or a friend/classmate and three characteristics that you share with your sibling or a friend/ classmate.

Similar Characteristics	Different Characteristics

3. Write three characteristics of God that He shares with humankind.



4. Explain three ways by which you can show the following characteristics that God shares with humankind:
- (i) love.
  - (ii) patience.
  - (iii) endurance.

## Worksheet 6

### Basic 6

#### Indicator: B6.1.2.1.1

Explain how humankind and the environment interrelate.

1. What are the following:
  - (i) herbivores.
  - (ii) carnivores.
  - (iii) omnivores.
  
2. Fill each column with the appropriate example of each of the following.

ANIMALS THAT EAT FLESH	ANIMALS THAT EAT BOTH FLESH AND PLANTS	ANIMALS THAT EAT PLANTS ONLY	PLANTS THAT GROW ON OTHER PLANTS

3. In your own words, describe the term natural environment.
4. Write four things humankind gets from the environment.
5. As a child, what three things will you do to preserve the environment?
6. Write a 180-word long essay on the topic, "When the last tree dies, the last man dies".

# RESOURCE PACK FOR PHYSICAL EDUCATION

## 1.0 FRONT MATTER OF THE PHYSICAL EDUCATION CURRICULUM

### 1.1 Rationale for Physical Education

- To develop physically literate citizens with the right skills, information and attitude needed to stay active for good health and for national development.

### 1.2 Teaching Philosophy

- Use learner-centred style of teaching with teachers as facilitators of learning.

### 1.3 Learning Philosophy

- Learners use social constructivist approach to create their own knowledge and use such knowledge for the betterment of self and the society in which they live.

### 1.4 General Aims

- Develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### 1.5 Specific Aims

The specific aims are to equip the learner with the skills needed to:

- lead a healthy and active life-style.
- develop competence to excel in a broad range of physical activities, athletics, games, and sports.
- engage in competitive athletics, games, sports and physical activities.
- become confident and responsible persons in all walks of life.
- develop mental, moral, social and spiritual capabilities.
- appreciate healthy competition in athletics, games and sports.
- acquire knowledge of the value of physical activity, and
- develop an appreciation for diversity.

### 1.6 Instructional Expectations:

Teachers are expected to:

- be creative and innovative by integrating new ideas and local resources to sustain the interest of learners.
- provide learners with appropriate materials and equipment for effective learning.

- facilitate learning by challenging learners to progress at their own pace.
- design activities based on learners interest and abilities

### 1.7 Structure and Organisation of the Curriculum (Scope and Sequence)

STRANDS	SUB STRANDS	B1	B2	B3	B4	B5	B6
1. Motor Skills and Movement Pattern	Locomotors Skills	√	√	√	√	√	√
	Manipulative skills	√	√	√	√	√	√
	Rhythmic skills	√	√	√	√	√	√
2. Movement Concepts, Principles, and Strategies	Space awareness	√	√	√	√	√	√
	Dynamics	√	√	√	√	√	√
	Relationships	√	√	√	√	√	√
	Body management	√	√	√	√	√	√
	Strategies	√	√	√	√	√	√
3. Physical Fitness	Aerobic capacity	√	√	√	√	√	√
	Strength	√	√	√	√	√	√
	Endurance	√	√	√	√	√	√
	Flexibility	√	√	√	√	√	√
	Body composition	√	√	√	√	√	√
4. Physical Fitness Concepts, Principles, and Strategies	Fitness programmes	√	√	√	√	√	√
	Healthy diet	√	√	√	√	√	√
	Safety and injury	√	√	√	√	√	√
	Substances	√	√	√	√	√	√
5. Value and Psycho-Social Concepts, Principles, and Strategies	Self-responsibility	√	√	√	√	√	√
	Social interaction	√	√	√	√	√	√
	Group dynamics	√	√	√	√	√	√
	Critical thinking	√	√	√	√	√	√

## 2.1 PEDAGOGY ANDASSESSMENT

### 2.2 SAMPLE ASSESSMENTTASKS

#### Indicator: B1.1.3.1.3 Roll a ball from a stationary position using hands.

1. State the part of the human body which is effective for rolling a ball from a stationary position. 2.

1. ....

stationary position. Indicate the skill that is being executed in the picture below



2. Observe the rolling picture and underline the body part used to perform the skill.
- (i) Hand.
  - (ii) Foot.

## 3.0 SCHEME OF LEARNING

### 3.1 Yearly Scheme of learning

Table 3. 1: Yearly Scheme of Learning

Weeks	Term 1 (List term 1 Sub-strands)	Term 2 (List term 2 Sub-strands)	Term 3 (List term 3 Sub-strands)
1	Locomotors Skills	Locomotors Skills	Locomotors Skills
2	Locomotors Skill	Locomotors Skills	Manipulative Skill
3	Manipulative Skill	Manipulative Skill	Manipulative Skill
4	Manipulative Skill	Manipulative Skill	Manipulative Skill
5	Manipulative Skill	Manipulative Skill	Manipulative Skill
6	Manipulative Skill	Manipulative Skill	Body Management
7	Space Awareness	Relationship	Strategies
8	Dynamics	Relationship	Flexibility

9	Aerobic Capacity	Strength	Body Composition
10	Fitness Programme	Endurance	Substances/Drugs
11	Healthy Diet	Safety Injury	Group Dynamics
12	Self-responsibility	Social Interaction	Critical Thinking

### 3.2 Termly Scheme of Learning

**Table 3. 2 Suggested format for writing Scheme of Learning for B1 Term 1**

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1 & 2.	Motor Skills and Movement Pattern	Locomotors Skill	B1.1.1.1	B1.1.1.1.1	Tables, chairs, benches, leaves, hurdle flight, etc.
3,4,	Motor Skills and Movement Pattern	Manipulative Skill	B1.1.2.1	B1.1.2.1.1 B1.1.2.1.2	Balls
5&6	Motor Skills and Movement Pattern	Manipulative Skill	B1.1.2.1	B1.1.2.1.3 B1.1.2.1.4	Pictures and Videos
7	Motor Skills and Movement Pattern	Rhythmic Skill	B1.1.3.1	B1.1.3.1.1	Drums, Clappers, Laptops Speakers, etc.
8	Movement Concept, Principles and Strategies	Space Awareness Dynamics	B1.2.1.2 B1.2.1.2	B1.2.1,2.1 B1.2.2,2.2	Video and Pictures Video and Pictures
9	Physical Fitness	Aerobic Capacity	B1.3.1.3	B1.3.1.3.1	Drums, Laptop, Speakers, etc.
10 & 11	Physical Fitness Concept, Principles, and Strategies	Fitness Programme Healthy Diet	B1.4.1.4 B1.4.2.4	B1.4.1.4.1 B1.4.2.4.1	Videos, Pictures, etc. Videos and Pictures
12	Values and Psychosocial Concepts, Principles and Strategies	Self-responsibility	B1.5.1.5	B1.5.1.5.1	Videos and Pictures

### 3.3 Sample Weekly Lesson Plan for B4 Physical Education, Week1

Learning indicator (s) (Ref. No.)	B4.1.3.1.3
Performance indicators	Learners should roll balls with their sticks to a distance in a game situation.
Week Ending	
Reference	Physical Education Curriculum page, 42
Teaching/Learning Materials:	Cones, skittles, hockey balls, rubber balls and sticks

DAY	Phase1: Starter (preparing the brain for learning) 10 minutes	Phase 2: Main (new learning including assessment) 40 minutes	Phase 3: Plenary/ reflections (learner and teacher) 10 minutes
Monday	Learners mention games that are played using sticks. e.g. hockey, golf, etc. Roll ball with a stick to a target. Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries.	Demonstrate to learners how to hold a stick (left hand up and right hand down) and roll a ball. Learners roll rubber balls with a stick to a distance by walking. Learners jog slowly rolling either a tennis ball or a rubber ball with a stick while teacher observes and gives a corrective feedback. Learners cool down to end the lesson.	What have we learnt today? Use answers to summarise the lesson. Use the feedback of lesson reflection for effective planning of the next lesson.

### 3.4 SAMPLE LESSONS

#### Lesson1

Date:18/03/2019		Period:1	Subject: Physical Education
Duration: 30 Minutes		Strand: 1	
Class:BI	Class size:36		Sub-strand: Locomotor skill
Content Demonstrate competence in the motor skill and movement pattern needed to perform a variety of physical activities.	Standard: B1.1.1.1.1	Indicator: (move) over, under, in front of, behind, and through partners, using locomotor skills (walk, jump, crawl, etc.).	Lesson 1
Performance Indicator: Learners can move over, under, in front, behind and through partners by walking, jogging or running.		Core Competencies/Values: Problem Solving, Critical Thinking, Collaboration, Team Work, Cooperation, Tolerance.	
Key words: travel, over, under, behind, in front, through.			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning) 5 minutes	<p>Set Induction: Discuss with learners that they are going to move over, under, in front, behind through, etc. arranged objects in the working area. At end of the lesson they will be asked to perform the movements above as individual and in a group.</p> <p>General warm-up: Jogging</p> <p>Learners jog round a demarcated area in files while singing and clapping.</p> <p>Specific warm-up: Picking tails.</p> <p>Learners in free formation with a tacked leave at the back of their shorts, chase to pick the leaves off peers while preventing others from picking theirs.</p>	TLMs/Resources: tables, chairs, benches, leaves, hurdle flight.	
Phase 2 : Main (new learning including assessment)  20 minutes	<ul style="list-style-type: none"> <li>• Demonstrate to learners how to move over objects and allow them to practice at their own pace. Learners who master the skill should move on to the next activity.</li> <li>• Demonstrate how to move under objects and allow learners to practice at their own pace.</li> </ul>		



	<ul style="list-style-type: none"> <li>• Learners' in pairs, practice move in front and behind as teacher or partner instructs.</li> <li>• Learners walk, jog or run through the objects as individuals and as a group.</li> <li>• Travel over. Rearrange objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, through and over objects.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Observe learners during practice as individuals and provide them with feedback for correct mastery of the skill. Allow them to progress at their own pace towards mastery. Ensure values of self-respect, teamwork, etc. during practice.</li> </ul> <p>Note: Apply the concepts, principles and strategies of strand 2,3,4 and 5 for effectiveness of the lesson.</p> <p>Culminating: Organise mini football games in groups for learners to execute skills they have learnt in real- life situations.</p> <p>Closure: Cool-down-Learners go through cool-down activities by jogging slowly moving body parts to end the lesson.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Give pictures to learners to match with movement skills (move over, move under, move in front of, move behind, and move through objects.</li> <li>• Indicate whether the skill in A is easy or difficult inB.</li> </ul>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<ul style="list-style-type: none"> <li>• What have we learnt today?</li> <li>• Use answers to summarise the lesson.</li> <li>• Use the feedback of lesson reflection for effective planning of the next lesson.</li> </ul> <p>Independent Activity/Homework: Practice movement over, under, in front of, behind, and through partners, using locomotors skills (walk, jump, crawl</p>	

## Lesson 2

### Basic 2

Date:18/03/2019      Period:1		Subject: Physical Education
Duration: 30 Minutes		Strand: 1
Class: B2      Class size: 35		Sub strand: Rhythmic skill
Content Standard: B2.1.12.1 Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance)		Indicator: B2.1.12.1.15: Clap and dance to beat(rhythm)  Lesson 1
Performance Indicator: Learner demonstrates competence in the movement pattern by clapping and dancing to a beat.		Core Competencies: Personal development, creativity, collaboration, critical thinking and problem-solving. Values: Team work, cooperation, tolerance, etc.
Key words: Clap, dance, cooperation, etc.		
Phase/ Duration	Learners Activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	Set Induction: Discuss with learners that they are going to clap and dance to beat. At end of the lesson you will be asked to perform the task as individuals and as a group to assess your level of mastery(3mins).  General Warm-up: Jogging: Learners jog round a demarcated area in files while singing and clapping (4mins).  Specific Warm-up: Knee boxing: Learners' in pairs facing each other in a bending position, try to touch partners' knees many times while preventing theirs from being touched. Learners perform the activity with breaks to prepare muscles in the hands and feet for the day's task (3 mins)	Clappers, containers, drums, etc.
Phase 2 : Main (new learning including assessment) 20 minute	<ul style="list-style-type: none"> <li>• Explain and demonstrate to learners how to clap and dance to beat.</li> <li>• Clap to a beat as guided by the teacher.</li> <li>• Clap for others to dance to the beat in turns.</li> </ul>	cones, skittles, rubber balls, leather balls

	<ul style="list-style-type: none"> <li>• Clap for others to dance to the beat in turns. Emphasis is on coordination in clapping to the beat and coordination in dancing.</li> <li>• Practice the activity and progress at their own pace with fun and enjoyment.</li> <li>• Give corrective feedback from the teacher and peers for improvement of skill.</li> </ul> <p>Culmination: Organise a dancing competition in groups for learners to apply the skill in real life situation with fun and enjoyment. Observe, analyse and provide feedback as they play the game.</p> <p>Closure: Learners go through cool down activities by jogging slowly, moving body part and end with static stretching. Ask learners to sit down in a comfortable place. Use questions to review and summarise what they have learnt.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• List two skills that are developed during clapping and dancing to beat.</li> <li>• Project. Circle two local instruments that can be used to organise music and dance.</li> </ul>	
<p>Phase 3: Plenary/ reflections (learner and teacher)</p> <p>5 minutes</p>	<ul style="list-style-type: none"> <li>• Discuss with the learners lesson content, lesson delivery, skill mastery level, strategies for class management and learner's progression for feedback.</li> <li>• Use the feedback of reflection in and reflection on for general remarks and effective planning of future lessons.</li> </ul> <p>Independent Activity/Homework: Ask learners to practice how to clap to beats for refinement of skills.</p>	

Lesson 3

Date:18/03/2019      Period:1		Subject: Physical Education
Duration: 30 Minutes		Strand: 1
Class:B3      Class size: 34		Sub-strand: Rhythmic Skill
Content Standard: B3.1.13.1 Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance).	Indicator: B3.1.13.1.17 Roll forward from standing position to a distance in a round form.	Lesson 1
Performance Indicator: Learners should demonstrate competencies in rolling forward from standing position to a distance in a round form.		Core Competencies: Personal development, creativity, collaboration, critical thinking and problem-solving.  Values: Team work, cooperation, tolerance, etc.
Key words: Dribble, controlling, tolerance, etc.		
Phase/ Duration	Learners activities	Resources
Phase1: Starter (preparing the brain for learning) 5minutes	Set Induction: Discuss with learners how rolling forward is performed from a standing position to a distance in a round form and the criteria for assessment.  General Warm-up: Jogging: Learners jog round a demarcated area in files while singing and clapping.  Specific Warm-up: Picking tails: Learners in free formation with a tacked leave at the back of the shorts, chase to pick the leaves of peers while preventing others from picking theirs.	TLMs/Resources: Mattresses and mats

<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<p>Demonstrate to learners how rolling forward is performed: Learner should squat, tuck in their chin, place the palms on the floor, push forward and roll forward back to standing position.</p> <p>Squat in front of a spread mat/safe floor.</p> <p>Place their palms on the mat/floor and tuck their chin (bend the head) to touch the chest.</p> <p>From this position push the floor (with their hands) and roll forward in a round form till they are back to the standing position.</p> <p>Practice in pairs with support but progress at their own pace.</p> <p>Practice to improve their skill based on observation and corrective feedback from peers and teachers.</p> <p>Culminating: Learners in groups perform forward roll in real-life situation with or without support.</p> <p>Closure: Cool down Learners go through cool down activities to end the lesson.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. State three pre-requisite skills for forward roll.</li> <li>2. Project: Perform forward roll in groups and state four phases involved in its execution.</li> </ol>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<ul style="list-style-type: none"> <li>• Review with learners what they have learnt.</li> <li>• Use the feedback to write the general lesson remarks.</li> <li>• Use the lesson's strength and weakness to plan the next lesson.</li> </ul> <p>Independent Activity/Homework:</p> <ul style="list-style-type: none"> <li>• Ask learners to practice forward roll for refinement of skills</li> <li>• Learners watch their forward roll video and critique it for improvement of their performance.</li> </ul>	

## Lesson 4

Date:18/03/2019		Period:1	Subject: Physical Education	
Duration: 30 Minutes			Strand: 1	
Class: B4		Class size: 30		Sub strand: Locomotor skill
Content Standard: B4.1.1.1: Demonstrate competence in the motor skill and movement pattern needed to perform a variety of physical activities.		Indicator B4.1.1.1.1 Demonstrate the difference between slow and fast, heavy and light, hard and soft, while moving		Lesson 1
Performance Indicator: Learners should demonstrate the difference between slow and fast, heavy and light, hard and soft, while moving			Core Competencies/Values: Problem solving, personal development, leadership skills, communication and critical thinking, equity, honesty, teamwork, respected.	
Key words: stick, roll, free formation, picking, tail etc				
Phase/Duration	Learners activities			Resources
Phase1: Starter (preparing the brain for learning) 5minutes	Set Induction: Discuss with learners anything they have seen being rolled. Let them make an attempt at rolling something on the ground. General Warm-up: Jogging: Learners jog round a demarcated area in files while singing and clapping. Specific Warm-up: Picking tails: Learners in free formation with a tacked leave at the back of the shorts, chase to pick the leaves of peers while preventing others from picking theirs.			TLMs/Resources Cones, Whistle, ribbons, Pictures, leather balls and plastic balls of different sizes etc.
Phase 2 : Main (new learning including assessment) 20 minutes	Pick plastic balls and walk. Slowly around with them, like the tortoise. Run as fast as they can within a demarcated area devoid of any obstacles. Pick objects of different weights and move with them to determine their differences in weights. In groups run slowly while teacher observes to give feedback. In groups run faster while teacher observes to give feedback.			cones, skittles, rubber balls, leather balls, ribbons

	Kick ball softly and later hard to determine the difference several times.	
	<p>Culminating: Organise mini-handball games in groups for learners to execute the skills they have learnt in real-life situation.</p> <p>Closure: Cool down Learners go through cool-down activities by jogging slowly moving body parts to end the lesson.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Describe the difference between slow and fast.</li> <li>2. Pick a handball and a football, compare and indicate their weights as light and heavy.</li> <li>3. Put learners in groups to demonstrate light and soft movement while colleagues indicate whether the movement was satisfactory or unsatisfactory.</li> </ol>	
Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes	<ul style="list-style-type: none"> <li>• Learners share what they studied in class</li> <li>• Summarise the lesson with the keywords.</li> </ul> <p>Independent Activity/Homework: Ask children to practice the skill at home.</p>	

## Lesson 5

Date:18/03/2019	Period:1	Subject: Physical Education
Duration: 30 Minutes	Strand: 1	
Class: B5	Class size:30	Sub strand: Physical Fitness Concepts, Principles, and Strategies
Content Standard: B5.4.1.4: Demonstrate knowledge of physical fitness concepts by listing factors that cause injuries when using PE equipment.	Indicator: B5.4.4.4.5: List factors that cause injuries when using PE equipment.	Lesson 3
Performance Indicator: Learner should demonstrate competence in rolling a ball in a game situation while walking, jogging or running.	Core Competencies/Values: Problem solving, personal development, leadership skills, teamwork, equity, respect, etc..	

Key words: catch, partner, jogging, sideway, etc.

Phase/Duration	Learners activities	Resources
<p>Phase 1: Starter (preparing the brain for learning) 5minutes</p>	<p>Set Induction</p> <p>Ask learners to mention injuries that normally occur during games. (e.g. Fracture, wounds, cuts, etc.)</p> <p>Explain that injuries may occur when have not gone through proper warm-up and stretching.</p>	<p>TLMs/Resources</p> <p>Pictures and real life ( javelin, shot put, hockey sticks,etc.,</p>
<p>Main ( new learning including assessment)</p>	<p>Warm up prevents injuries to the muscles and the joints, increases the elasticity in the muscles to adapt to the ensuing vigorous activities.</p> <p>Unsafe environment can cause injuries when working with equipment.</p> <p>Unsafe equipment also cause injuries</p> <p>Lack of technique in handling the equipment.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. In groups, list four causes of injuries when using sports equipment.</li> <li>2. Observe sports equipment in groups and state two principles of caring for sports equipment.</li> </ol>	
<p>Phase 3: Plenary/ reflections (learner and teacher) 5 minutes</p>	<ul style="list-style-type: none"> <li>• What have we learnt today?</li> <li>• Use answers to summarise the lesson.</li> <li>• Use the feedback of lesson reflection for effective planning of the next lesson.</li> </ul> <p>Independent Activity/Homework: Observe sports equipment in the school and state two ways to care for them.</p>	



## Lesson 6

Date:18/03/2019		Period:1	Subject: Physical Education
Duration: 30 Minutes		Strand: 1	
Class:B6	Class size: 36		Sub-strand: Locomotors and manipulative skills
Content Standard: B6.1.1.1 Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities (games, athletics gymnastics and dance).	Indicator: B6.1.1.1.1: Develop a cooperative movement game that uses locomotors skills, object manipulation, and an offensive strategy and teach the game to another person(football).	Lesson 1	
Performance Indicator: Learners should develop a cooperative movement game that uses locomotors skills, object manipulation, and an offensive strategy.		Core Competencies: Personal development, creativity, collaboration, critical thinking and problem-solving.  Values: Team work, cooperation, tolerance, etc.	
Key words: Locomotors, manipulative, offensive strategy, etc.			
Phase/Duration	Learners activities	Resources	
Phase1: Starter (preparing the brain for learning)  5minutes	Set Induction: Discuss with learners that they are going to develop a cooperative movement game that uses locomotors skills, object control(manipulation), and an offensive strategy, and teach the game to another person (handball). They should look for skills that contribute to their success.	TLMs/Resources  Handballs, cones, short platform, blocks, etc.	
	General Warm-up: The hawk and the Hen: Two students are selected as hawks and the rest as hen with her chicks. Divide an area into safety and danger zones. With a command, the hen with the chicks runs away from the hawk to the safety zone. Anyone who is touched by the hawk while running to the safety zone joins the hawk's group and the game continuous.		
	Specific Warm-up: Step-up		
	Learners in a standing position, step on the block/ platform with right or left foot up and down and change the foot as they wish or as directed by the teacher.		





<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<p>Pick balls and practice their previews skills freely.</p> <p>Move in pairs with balls and perform throwing and catching.</p> <p>Put learners into groups to perform throwing and catching balls among themselves while teacher monitors to give corrective feedback.</p> <p>In groups, one attacking and one defending, practice defending and attacking strategy.</p> <p>Culmination: Organise mini-handball games in groups for learners to execute skills they have learnt.</p> <p>Closure:</p> <p>Cool down: Take them through cool down activities to end the lesson. Ask learners questions to review and summarise what they have learnt.</p> <p>Note: This procedure can be used to teach any game with available materials/equipment such as football, volleyball, hockey, etc.</p> <p>Assessment:</p> <ol style="list-style-type: none"> <li>1. List 3 skills needed for effective football dribbling.</li> <li>2. Briefly describe how dribbling is done.</li> <li>3. Play a football match at home and report back to class on four situations which called for dribbling in the game.</li> </ol>	<p>cones, skittles, rubber balls, leather balls</p>
<p>Phase 3: Plenary/ reflection s (learner and teacher) 5 minutes</p>	<ul style="list-style-type: none"> <li>• Review with learners what they have learnt.</li> <li>• Use the feedback to write the general lesson remarks</li> <li>• Use the lesson's strength and weakness to plan the next lesson.</li> </ul> <p>Independent Activity/Homework: Learners in groups observe and analyse a live football match and submit their feedback for class discussion.</p>	

## WORKSHEETS

### Worksheet 1

**Indicator: B1.1.1.1 Travel (move) over, under, in front of, behind, and through partners, using locomotors skills (walk, jump, crawled.).**

- Match skills to the appropriate pictures (move over, move under, move in front of, move behind, and move through objects).

Skill	Pictures
Move over objects	
Move under objects	 <p>© Can Stock Photo</p>
Move in front objects	
Move behind objects	

2. Indicate by ticking (✓) whether the skill is easy in A or difficult in B

(Skill)	Column A	Column B
	Easy	Difficult
Move over objects	✓	
Move under objects		
Move in front objects		
Move behind objects		
Move through objects		

## Worksheet 2

### Basic 2

#### B2.1.12.1.15: Clap and dance to beat (rhythm)

1. List two skills that are developed during clapping and dancing to a beat.
- i.....
- ii.....

2. Circle two local instruments that can be used to organise music for dance.



### Worksheet 3

#### Basic 3

**Indicator: B3.1.13.1.17 Roll forward from standing position to a distance in a round form.**

1. State three pre-requisite skills for forward roll

(i) ..... (ii) ..... (iii) .....
--

2. Observe a handball game and list two errors of throwing and two errors of catching.

3. Project: Perform forward roll in groups and state four phases involved in its execution.

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....

### Worksheet 4

#### Basic 4

**Indicator: B4.1.1.1.1: Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving**

1. Describe the difference between slow and fast.

2. Pick a handball and a football, compare and indicate their weights as light and heavy.

Football	
Handball	

3. Put learners in groups to demonstrate light and soft movements while colleagues indicate whether the movement was satisfactory or unsatisfactory

Group/Number	Skill	Satisfactory (A)/Unsatisfactory (US)
001	Slow movement	
002	Fast movement	

003	Fast movement	
004	Slow movement	

## Worksheet 5

### Basic 5

**Indicator: B5.4.4.4.5: List factors that cause injuries when using PE equipment.**

1. List four causes of injuries when using sports equipment.

<p>(i) .....</p> <p>(ii) .....</p> <p>(iii) .....</p>
---

2. Observe sports equipment in groups and state two principles of caring for sports equipment.

- (i) .....
- .....
- (ii) .....
- .....

## Worksheet 6

### Basic 6

**Indicator: B6.1.1.1.1: Develop a cooperative movement game that uses Locomotor skills, object manipulation and an offensive strategy and teach the game to another person (football).**

1. List 3 skills needed in effective football dribbling.

<p>a. ....</p> <p>b. ....</p> <p>c. ....</p>
--

2. Briefly describe how dribbling is done.

<p>a. ....</p> <p>b. ....</p>
-------------------------------

3. Observe a handball game and list two error of throwing and two errors of catching. Play a football match at home and report back to class four situations which called for a dribbling in the game.

(i) .....

(ii) .....

(iii) .....

(iv) .....

# RESOURCE PACK FOR FRENCH

## 1.0 FRONT MATTER OF THE FRENCH CURRICULUM

### 1.1 Rationale for Primary French

- Develop the capacity to communicate in more than one language.
- Promote as well as strengthen socio-economic and political interaction with our neighbours in particular and indeed with other French-speaking countries in general.
- Facilitate international co-operation, peaceful co-existence and technology transfer.

### 1.2 Teaching Philosophy

- The philosophy of teaching French is based on the task-based approach which highlights the development of communicative skills in real life situations.

### 1.3 Learning Philosophy

- The learner is better disposed to acquire the French language at this tender age using the innate ability (LAD) and associating themselves with things and situations in their immediate environment through task-based activities.

### 1.4 General Aims

- • The general aim of teaching and learning French is to enable learners to communicate in basic French in day-to-day life situations in order to become global citizens.

### 1.5 Specific Aims

The French curriculum is designed to help learners:

- communicate in basic French in day-to-day life situations, mostly limited to their immediate communicative environment.
- acquire basic communicative skills necessary for future self-development.
- acquire the basic linguistic skills necessary for further learning of French in subsequent phases of their education.



## 1.6 Expectations

Teachers are expected to:

- guide and facilitate learning by creating a communicative environment for learners and challenging them to acquire the language based on their unique individual differences.
- use teaching and learning materials depicting real life communicative situations (authentic materials) as well as modern technologies (ICT).
- use task-oriented approach to learning foreign languages with the view to developing communicative competences in the learner.

## 1.7 Structure and Organisation of the Curriculum (Scope and Sequence)

STRANDS	SUB-STRANDS	CONTENT STANDARDS	B4	B5	B6
1 L'identité	1. Saluer et prendre congé	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	2. Se présenter	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	3. Présenter quelqu'un	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	4. Décrire quelqu'un	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	5. Décrire la famille et les liens familiaux	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
		Compréhension Orale	√	√	√
		Production Orale	√	√	√

2 Parler de son environnement	1. Parler de sa maison	Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	2. Parler de son école	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
3. Exprimer ses goûts et ses préférences	1. Dire ce que l'on aime	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	2. Dire ce que l'on n'aime pas	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	1. Compter et faire des calculs simples	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	2. Demander et donner l'heure	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	3. Parler des jours de la semaine	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	4. Situer les mois et les saisons dans le temps	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√

4 Les activités	5. Entrer en contact par téléphone	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	6. Inviter quelqu'un et accepter une invitation	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	7. Identifier les professions et les métiers	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	8. Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√
	9. Donner et répondre à des ordres	Compréhension Orale	√	√	√
		Production Orale	√	√	√
		Compréhension Écrite	√	√	√
		Production Écrite	√	√	√

## 2.0 TEACHING AND LEARNING RESOURCES FOR TEACHING FRENCH

Study the Curriculum for each class and identify the Teaching and Learning Resources/Materials that will be needed for an effective implementation of the standards.

Complete the form below by writing the needed TLMS. Indicate how teachers and learners can obtain the TLMs you have identified by ticking the correct option in the response column.

Key: NC = No Cost to the teacher; LC = Low Cost to the Teacher/can be improvised; PS = To be purchased by School; PP = To be provided by parents;

CLASS:

S/N	LEARNING RESOURCE	RESPONSE			
11.	Textbooks, picture reading books				
12.	Posters, flashcards, word cards, sentences strips, story cards				
13.	Audio documents such as songs, poems, dialogues				
14.	Video documents such as songs, poems, dialogues, films, series, cartoons				
15.	Labels				
16.	Language games				
17.	Internet connection				
18.	Smartphone				
19.	Manila cards				
20.	Word walls				

### 3.0 SCHEME OF LEARNING FOR FRENCH

#### 3.1 YEARLY SCHEME OF LEARNING

Weeks	Term 1 (List Term 1 Sub Strands)	Term 2 (List Term 2 Sub Strands)	Term 3 (List Term 3 Sub Strands)
1	Saluer et prendre congé	Parler de son école	Situer les mois et les saisons dans le temps
2	Saluer et prendre congé (suite)	Parler de son école (suite)	Situer les mois et les saisons dans le temps (suite)
3	Se présenter	Dire ce que l'on aime	Entrer en contact par téléphone
4	Se présenter (suite)	Dire ce que l'on aime (suite)	Entrer en contact par téléphone (suite)
5	Présenter quelqu'un	Dire ce que l'on n'aime pas	Inviter quelqu'un et accepter une invitation
6	Présenter quelqu'un (suite)	Dire ce que l'on n'aime pas (suite)	Inviter quelqu'un et accepter une invitation (suite)
7	Décrire quelqu'un	Compter et faire des calculs simples	Identifier les professions et les métiers
8	Décrire quelqu'un (suite)	Compter et faire des calculs simples (suite)	Identifier les professions et les métiers (suite)
9	Décrire la famille et les liens familiaux	Demander et donner l'heure	Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres
10	Décrire la famille et les liens familiaux (suite)	Demander et donner l'heure (suite)	Demander et expliquer la position des personnes ou des objets les uns par rapport aux autres (suite)
11	Parler de sa maison	Parler des jours de la semaine	Donner et réagir à des ordres
12	Parler de sa maison (suite)	Parler des jours de la semaine (suite)	Donner et réagir à des ordres (suite)


### 3.2 TERMLY SCHEME OF LEARNING

**Table 3.2 Suggested format for writing Scheme of Learning (SOL) for P4 Term 1**

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1.	l'identite	Saluer et prendre conge	Comprehension Orale	<p><b>84.1.1.1.1</b> Ecouter et regarder un document audio-visuel dans lequel deux personnes se saluent et repondre à des questions</p> <p><b>84.1.2.2.1</b> Demander et donner son nom, son prenom, sa nationalite</p>	<ul style="list-style-type: none"> <li>- audio/video song</li> <li>- smartphone</li> <li>- Bluetooth/ Audio gadgets</li> <li>- Laptop/projector/TV.</li> </ul>
2.	Parler de son environnement	Saluer et prendre conge	Production Orale	<p><b>84.2.1.3.1</b> - Identifier les pieces, les objets, les animaux, les fruits dans une liste par leurs noms</p> <p><b>84.2.1.3.2</b> - Identifier et nommer les objets de la maison à partir des images.</p> <p><b>84.2.1.4.1</b> - Ecrire, dessiner, colorier des objets de la maison</p>	<ul style="list-style-type: none"> <li>- posters , flashcards, photos , livres d'images, etc.</li> </ul>
	Parler de son environnement	Parler de sa maison	Comprehension Ecrite		<ul style="list-style-type: none"> <li>- Cahier, crayons, cartons, etc.</li> </ul>


### 3.3 WEEKLY LESSON PLAN FORMAT

Table 3.3 Sample Weekly Lesson Plan for P4 French

<b>Learning Indicator (s) (Ref. No.)</b>	B4.1.1.1.1		
<b>Performance indicators</b>	L'apprenant sera capable de saluer en français.		
<b>Week Ending</b>	9 mars 2019		
<b>Reference</b>	Café Primaire, page, 2		
<b>Teaching/Learning Materials:</b>	Vidéo, audio (Chantez plus fort), posters		
<b>DAY</b>	<b>Phase1: Starter (preparing the brain for learning)</b> 10 minutes	<b>Phase 2: Main (new learning including assessment)</b> 40 minutes	<b>Phase 3: Plenary/Reflections (Learner and teacher)</b> 10 minutes
<b>Tuesday</b>	<p>L'enseignant(e) fait écouter aux apprenants un (audio/vidéo) sur les salutations et les guide à chanter.</p> <p>Exemple vidéo:</p>  <p>Bonjour et Merci.3gp</p>	<p>L'enseignant(e):</p> <ul style="list-style-type: none"> <li>- fait le tour de la classe pour saluer autant des apprenants que possible en leur serrant la main.</li> <li>- demande aux apprenants de se saluer.</li> <li>- fait écouter/visionner un dialogue audio/vidéo sur les salutations, qui inclue cette fois <b>comment demander l'état de santé</b> de l'autre.</li> <li>- fait écouter/visionner un dialogue audio/vidéo sur les salutations, qui inclue cette fois <b>prendre congé</b> de l'autre.</li> </ul>	<p>L'enseignant(e):</p> <ul style="list-style-type: none"> <li>- encourage les apprenants à se saluer et saluer les autres (surtout les francophones) dans la communauté.</li> <li>- salue les apprenants et autres collègues enseignants en français à d'autres endroits de l'école.</li> <li>- salue les apprenants chaque fois avant de commencer un cours et prendre congé d'eux à la fin du cours.</li> </ul>

## SAMPLE LESSONS IN FRENCH

### Lesson 1

<p><b>Date:</b> Mardi 5 mars 2019</p> <p><b>Duration:</b> 60 Minutes</p> <p><b>Class:</b> B4 45</p>	<p><b>Period: 2</b></p> <p><b>Class size:</b></p>	<p><b>Subject:</b> Français</p> <p><b>Strand:</b> 1- L'identité</p> <p><b>Sub strand:</b> Saluer et prendre congé</p>
<p><b>Content Standard:</b></p> <ul style="list-style-type: none"> <li>- Compréhension Orale</li> <li>- Production Orale</li> </ul>	<p><b>Indicators:</b> - Écouter / regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent (<b>B4.1.1.1</b>)</p> <p>- Saluer et répondre oralement aux salutations et respecter le code et les valeurs sociaux (<b>B4.1.1.2</b>)</p>	<p><b>Lesson 1</b></p>
<p><b>Performance Indicator:</b> L'apprenant sera capable de saluer en français.</p>		<p><b>Core Competencies/Values:</b> - Communication, Cultural identity and global citizenship, Personal development and leadership</p>
<p><b>Key words and expressions:</b> Bonjour, Ça va?, Au revoir, etc.</p>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<p><b>Phase 1: Starter (preparing the brain for learning)</b> 10 minutes</p>	<p>- L'enseignant(e) fait écouter aux apprenants un (audio/vidéo) sur les salutations et les guide à chanter.</p> <p style="text-align: center;">Exemple vidéo:</p> <div style="text-align: center;">               Bonjour et Merci.3gp         </div>	<ul style="list-style-type: none"> <li>- audio/video song</li> <li>- smartphone</li> <li>- Bluetooth/ Audio gadgets</li> <li>- Laptop/projector/TV.</li> </ul>
<p><b>Phase 2 : Main (new learning including assessment)</b> 40 minutes</p>	<p>L'enseignant(e):</p> <ul style="list-style-type: none"> <li>- fait le tour de la classe en saluant autant des apprenants que possible en en leur serrant la main.</li> <li style="padding-left: 20px;">Professeur : <b><i>Bonjour Kofi. / Bonjour Ama, etc.</i></b></li> <li style="padding-left: 20px;">Apprenant : <b><i>Bonjour Monsieur. / Bonjour Madame.</i></b></li> <li>- demande aux apprenants de se saluer.</li> <li style="padding-left: 20px;">Ama: <b><i>Bonjour Kofi.</i></b></li> <li style="padding-left: 20px;">Kofi: <b><i>Bonjour Ama.</i></b></li> <li>- fait écouter/visionner un dialogue audio/vidéo sur les salutations, qui inclue cette fois <b>comment demander l'état de santé</b> de l'autre.</li> <li>Exemple vidéo: Bonjour - se présenter en français</li> </ul>	<ul style="list-style-type: none"> <li>- audio/video song</li> <li>- smartphone</li> <li>- Bluetooth/ Audio gadgets</li> <li>- Laptop/projector/TV.</li> </ul>



	<p><a href="https://www.youtube.com/watch?v=OQ2OvaZ0Pnl">https://www.youtube.com/watch?v=OQ2OvaZ0Pnl</a></p> <p>Autres exemples:</p> <ol style="list-style-type: none"> <li>1. - <b><i>Bonjour Justice</i></b> - <b><i>Bonjour Amidu, ça va?</i></b> - <b><i>Ca va.</i></b></li> <li>2. - <b><i>Bonjour Nuna, ça va?</i></b> - <b><i>Ca va, et toi, Kojo ?</i></b> - <b><i>Ca va.</i></b></li> </ol> <p>- fait écouter/visionner un dialogue audio/vidéo sur les salutations, qui inclue cette fois <b>prendre congé</b> de l'autre. Exemple vidéo: Saluer - Prendre congé <a href="https://www.youtube.com/watch?v=TcBelFXMpOE">https://www.youtube.com/watch?v=TcBelFXMpOE</a></p> <ol style="list-style-type: none"> <li>1 - <b><i>Bonjour Owusu</i></b> - <b><i>Bonjour Émilie, ça va?</i></b> - <b><i>Ca va.</i></b> - <b><i>Au revoir.</i></b> - <b><i>Au revoir.</i></b></li> <li>2 - <b><i>Au revoir Mamley.</i></b> - <b><i>Au revoir Nii</i></b></li> </ol> <p><b>Assessment:</b></p> <p>- Les apprenants se saluent et prennent congé les uns des autres. L'enseignant(e) enregistre leur performance sur un Smartphone et le leur fait écouter, en restituant les manquements.</p>	
<p><b>Phase 3:</b> <b>Plenary/Reflections (Learner and teacher)</b> 10 minutes</p>	<p>L'enseignant(e):</p> <ul style="list-style-type: none"> <li>- salue les apprenants et d'autres collègues enseignants en français dans d'autres endroits de l'école.</li> <li>- salue les apprenants chaque fois avant de commencer un cours et prendre congé d'eux à la fin du cours.</li> </ul> <p><b>Independent Activity/Homework:</b></p> <p>L'enseignant(e) demande aux apprenants de saluer autant de personnes que possible dans la cour de l'école, à la maison, etc. L'enseignant(e) vérifie auprès des apprenants qui et combien de personnes ils ont pu saluer en français.)</p>	

## Lesson 2

<b>Date:</b> Mardi 12 mars 2019 <b>Period:</b> 2 <b>Duration:</b> 60 Minutes <b>Class:</b> B4 <b>Class size:</b> 45		<b>Subject:</b> Français <b>Strand: 2</b> – Parler de son environnement <b>Substrand:</b> Parler de sa maison
<b>Content Standard:</b> - Compréhension Orale - Production Orale	<b>Indicators:</b> - Écouter/Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison. <b>B4.2.1.1.1</b> - Dessiner un objet de la maison et demander à son camarade de le nommer <b>B4.2.1.2.1</b> - Réciter des poèmes, chanter des chansons sur les pièces et les objets de la maison. <b>B4.2.1.2.2</b>	<b>Lesson 2</b>
<b>Performance Indicator:</b> L'apprenant sera capable d'identifier les lieux et les objets de la maison par leurs noms.	<b>Core Competencies/Values:</b> - Communication, Cultural identity and global citizenship, Personal development and leadership	
<b>Key words and expressions:</b> maison, objets, pièces, salles, salon, etc.		
Phase/Durati on	Learners activities	Resources
<b>Phase1:</b> <b>Starter</b> <b>(preparing the brain for learning)</b> 10 minutes	L'enseignant(e) - demande aux apprenants de dire dans la langue locale : - les différents lieux dans leurs maisons, (pièces- chambre, salon, etc.) - les objets qui se trouvent dans ces lieux. (fauteuils, radio, etc.)  - fait écouter un/une audio/vidéo sur la maison. Exemple vidéo: Ma Maison <a href="https://www.youtube.com/watch?v=uSqmR19nxIM">https://www.youtube.com/watch?v=uSqmR19nxIM</a> - demande aux apprenants d'identifier et de mentionner dans la langue locale les objets qu'ils voient dans la vidéo. Puis il chante avec eux. - demande aux apprenants: " <i>When you grow up to become like Mummy and Daddy one day and you go to a place where French is spoken, wouldn't it be interesting and nice if you could say in French as in the video the type of rooms, furniture and gadgets you want in your house</i> ".	- audio/video song - smartphone - Bluetooth/ Audio gadgets - Laptop/projector/TV.

<p><b>Phase 2 :</b>  <b>Main (new learning including assessment)</b>  40 minutes</p>	<p>L'enseignant(e)  - fait écouter/visionner un audio/une vidéo (plusieurs fois) présentant les différentes pièces de la maison:  Exemple vidéo : Apprendre le vocabulaire de la maison  <a href="https://www.youtube.com/watch?v=4V2srYLIVC0">https://www.youtube.com/watch?v=4V2srYLIVC0</a>  - dit les noms des pièces en arrêtant la vidéo à chaque instant et demande aux apprenants de les répéter. Les apprenants répètent plus tard sans l'aide du professeur.  - dit les noms des objets de la maison en arrêtant la vidéo à chaque instant et en demandant aux apprenants de répéter. Les apprenants répètent plus tard sans l'aide du professeur.  - fait découvrir encore des pièces et des objets de la maison avec:  1. vidéo : La maison (le vocabulaire)  <a href="https://www.youtube.com/watch?v=7-sRgJqcpqQ">https://www.youtube.com/watch?v=7-sRgJqcpqQ</a>  2. des flashcards/posters, etc.</p> <p><b>Assessment: -</b>  <b>L'enseignant(e):</b>  - dit les noms des lieux et des objets de la maison et demande aux apprenants de venir chercher dans un panier les images correspondantes.  - montre des flashcards/posters sur les pièces et les objets de la maison et demande aux apprenants de dire leurs noms.</p>	<ul style="list-style-type: none"> <li>- audio/video song</li> <li>- smartphone</li> <li>- Bluetooth/ Audio gadgets</li> <li>- Laptop/projector/TV.</li> </ul>
<p><b>Phase 3:</b>  <b>Plenary/Reflections (Learner and teacher)</b>  10 minutes</p>	<p>Le professeur mentionne des objets de la maison (une tasse, une assiette, etc.) et envoie un apprenant le lui apporter etc.</p> <p><b>Independent Activity/Homework:</b>  L'enseignant(e) demande aux apprenants d'aller chercher des photos des différents objets des différentes pièces de leurs maisons et écrire les noms dessous.</p>	

### Lesson 3

<b>Date:</b> Mardi 19 mars 2019 <b>Period:</b> 2 <b>Duration:</b> 60 Minutes <b>Class:</b> B4 <b>Class size:</b> 45		<b>Subject:</b> Français <b>Strand:</b> 3- Exprimer ses goûts et ses préférences <b>Sub strand:</b> 1- Dire ce que l'on aime
<b>Content Standard:</b> - Compréhension Écrite - Production Écrite	<b>Indicators:</b> - Lire et comprendre un texte simple sur les goûts et les préférences des personnes. <b>B4.3.1.4.2</b>  - Faire une liste d'objets que l'on aime <b>B4.3.1.5.1</b>	<b>Lesson 3</b>
<b>Performance Indicator:</b> L'apprenant sera capable de dire ce qu'il/elle aime.	<b>Core Competencies/Values:</b> - Communication, Cultural identity and global citizenship, Personal development and leadership, - Creativity and innovation.	
<b>Key words and expressions:</b> J'aime, Elle aime, J'adore, Il préfère, etc.		
<b>Phase/Durati on</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 10 minutes	L'enseignant(e): - montre aux apprenants des images diverses objets (sur des cartons, des posters, etc.), leur demande de venir choisir à tour de rôle les objets qu'ils aiment et de dire pourquoi ils aiment l'objet choisi. - <i>Why do you like it ?</i>  - montre aux apprenants des émoticônes, etc. qui expriment la joie, etc. et leur demande de les lier aux objets préférés. Exemple :  - demande aux apprenants de dire leurs objets préférés et écrit les noms de ces objets au tableau.	- posters, flashcards, etc. - livres d'images, etc. - Laptop/projector/TV.
<b>Phase 2 : Main (new learning including assessment )</b> 40 minutes	L'enseignant(e) lit avec les apprenants des documents au choix (manuels, des dessins, etc.) dans lesquels l'on exprime la préférence de quelqu'un, accompagnés des expressions de goûts et de préférences. - Exemple :	- posters, flashcards, etc. - livres d'images, etc. - Laptop/projector/TV.



**Assessment: -**

- Les apprenants regardent une série d'images et écrivent sous chaque image l'une des expressions de goûts et de préférences (aime, adore, etc.) en commençant par le nom d'une personne.

Ex. Kofi adore les bonbons.

- L'enseignant(e) demande aux apprenants de dessiner 4 choses qu'ils aiment et d'écrire dessous des phrases indiquant les goûts et les préférences dessous.

**Phase 3:**  
**Plenary/Reflections**  
**(Learner and teacher)**  
 10 minutes

- L'enseignant(e) chante avec les apprenants une chanson sur les goûts et les préférences.

Exemple vidéo: Chansons pour enfants: J'AIME PAPA, J'AIME MAMAN

[https://youtu.be/Nuo6ORn\\_Wdw](https://youtu.be/Nuo6ORn_Wdw)

- L'enseignant(e) encourage les apprenants à utiliser dans la cour de l'école, à la maison, etc. des expressions comme « **Ah ! J'aime le chocolat !, J'adore la banane, etc.** quand ils ont en main ces choses.

**Independent Activity/Homework:**

Projet : Chez eux, les apprenants font une simple carte postale bien colorée avec leurs objets préférés désignés par les expressions de goûts et de préférences pour dire bonjour à un(e) ami(e). NB : Investissement de salutations.

## Lesson 4



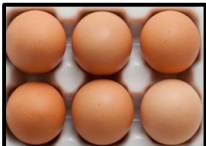
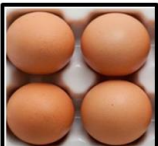

<b>Date:</b> Jeudi 14 mars 2019 <b>Period:</b> 2 <b>Duration:</b> 60 Minutes <b>Class:</b> B5 <b>Class size:</b> 40		<b>Subject:</b> Français <b>Strand:</b> 2 – L'identité <b>Sub strand:</b> Décrire quelqu'un
<b>Content Standard:</b> - Compréhension Orale - Production Orale	<b>Indicators:</b> - Écouter/Regarder et comprendre un document sur la description physique d'une personne <b>B5.1.3.1.1</b> - Poser et réagir à des questions sur une photo, une image d'une personne décrite. <b>B5.1.3.2.1</b> - Réciter un poème, chanter une chanson qui décrit une personne <b>B5.1.3.2.2</b>	<b>Lesson 4</b>
<b>Performance Indicator:</b> L'apprenant sera capable de chanter des chansons, réciter des poèmes sur la description physique d'une personne et faire la description physique d'une personne.		<b>Core Competencies/Values:</b> - Communication, Cultural identity and global citizenship, Personal development and leadership
<b>Key words and expressions:</b> grand, grande, petit, Il est gros, elle est grosse, le livre est rouge, etc.		
Phase/Durati on	Learners activities	Resources
<b>Phase1:</b> <b>Starter</b> <b>(preparing the brain for learning)</b> 10 minutes	L'enseignant(e) : - appelle un apprenant devant la classe et dit aux autres : <i>"Look at Kofi from head to toe. Tell me how he looks like."</i> - He looks nice; his nose is round, etc.  - dit aux apprenants: <i>Imagine you find yourself in a francophone environment and need to describe someone to another person, say the police, etc. Won't it be helpful if you could do that in French? Let's practice it now.</i> Etc. - fait écouter aux apprenants une chanson sur la description d'une personne. Exemple audio : Collection <i>Chantez plus fort.</i>	- audio/video song - smartphone - Bluetooth/ Audio gadgets - Laptop/projector/TV.

<p><b>Phase 2 :</b>  <b>Main (new learning including assessment)</b>  40 minutes</p>	<p>- fait découvrir aux apprenants d'autres manières de décrire physiquement une personne à travers des images, un document audio ou vidéo, etc.) et les faire répéter plusieurs fois.  Exemples vidéo :1. Décrire des personnes</p> <p><a href="https://youtu.be/y8N4D2VwVpk">https://youtu.be/y8N4D2VwVpk</a>  2. description physique</p> <p><a href="https://youtu.be/vv2exaPBdg0">https://youtu.be/vv2exaPBdg0</a></p> <p>- demande aux apprenants de dire certaines expressions de description physique qu'ils ont découvertes dans les supports utilisés.  - demander aux apprenants d'employer les mêmes expressions pour décrire un/une camarade.</p> <p><b>Quelques jeux pour pratiquer la description :</b></p> <p><b>- Le jeu des dés:</b></p> <ul style="list-style-type: none"> <li>• <b>Pour décrire le visage</b> : un joueur lance des dés avec des images de personnes et demande "<i>comment il est ? comment elle est ?</i>" L'autre joueur doit décrire l'image. On joue à tour de rôle.</li> <li>• <b>Pour travailler les couleurs</b> : un joueur lance des dés avec des images de personnes et pose la question à l'autre élève en relation avec l'image. "<i>Quelle est la couleur de ses yeux ? De quelle couleur sont les cheveux de ce personnage ?</i>" L'autre joueur doit répondre aux questions. On joue à tour de rôle.</li> </ul> <p><b>- Le jeu : Qui suis-je ?</b></p> <p>Deux ou trois apprenants se présentent devant la classe et un autre décrit l'un d'entre eux et demande aux autres camarades de deviner laquelle des trois est décrite.</p> <p>Exemple : 1. <i>Je suis grand. J'ai le teint clair, etc. Qui suis-je ?</i>  - <i>Tu es Kofi, etc.</i></p>	<ul style="list-style-type: none"> <li>- audio/video song</li> <li>- smartphone</li> <li>- Bluetooth/ Audio gadgets</li> <li>- Laptop/projector/TV.</li> </ul>
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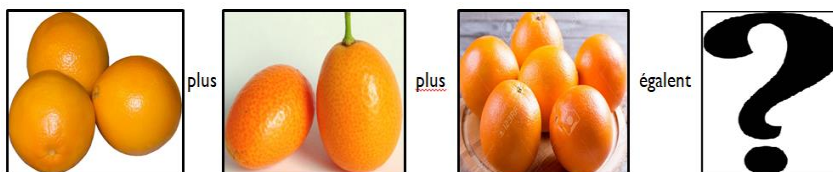
	<p style="text-align: center;"><i>2. Mon amie est mince. Elle a les cheveux noirs. Elle a le teint noir. Qui est mon amie ?</i></p> <p style="text-align: center;"><i>- Ton amie est Ama.</i></p> <p><b>Assessment: -</b></p> <ul style="list-style-type: none"> <li>- Les apprenants écoutent une description très courte d'une personne et répondent oralement à des questions.</li> <li>- Jeu de rôles : <ul style="list-style-type: none"> <li>1. Someone comes to look for your parents and you home alone. Unfortunately, you forget to ask the name of the person. Describe the person to your parents.</li> <li>2. As you arrive home from school, someone runs out of the house carrying some items. Describe the person to the police. NB : Investissement de salutations, présentation.</li> </ul> </li> </ul>	
<p><b>Phase 3:</b> <b>Plenary/ Reflections</b> <b>(Learner and teacher)</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>- Des chansons, des poemes sur la description de quelqu'un</li> <li>- etc.</li> </ul> <p><b>Independent Activity/Homework:</b></p> <ul style="list-style-type: none"> <li>- L'enseignant(e) demande aux apprenants de dessiner une personne qu'ils aiment et décrire ses caractéristiques physiques plus tard en classe.</li> <li>- L'enseignant(e) dit aux apprenants d'observer les personnes qu'ils rencontrent dans la rue et chez eux et d'essayer de les décrire à un ami.</li> </ul>	



## Lesson 5

<b>Date:</b> Jeudi 21 mars 2019 <b>Period:</b> 2 <b>Duration:</b> 60 Minutes <b>Class:</b> B5 <b>Class size:</b> 40		<b>Subject:</b> Français <b>Strand:</b> 2 – Les activités <b>Sub strand:</b> Compter et faire des calculs simples
<b>Content Standard:</b> - Compréhension Écrite - Production Écrite	<b>Indicators:</b> - Lire et comprendre les prix <b>B5.4.1.3.1</b> - Faire des calculs simples à l'écrit avec des chiffres en lettres <b>B5.4.1.4.1</b>	<b>Lesson 5</b>
<b>Performance Indicator:</b> L'apprenant sera capable de : - compter de 11 à 20, - lire et comprendre les prix des articles, des tickets, etc. - faire des calculs simples en écrivant des chiffres et la somme des opérations en lettres.	<b>Core Competencies/Values:</b> - Communication, Cultural identity and global citizenship, Personal development and leadership	
<b>Key words and expressions:</b> onze, douze, quatre plus trois égalent sept, etc.		
Phase/Duratio n	Learners activities	Resources
<b>Phase 1:</b> <b>Starter</b> <b>(preparing the brain for learning)</b> 10 minutes	L'enseignant(e) : - fait visionner une vidéo/ ou fait lire dans un support écrit, sur les nombres de 1 à 20 et demande aux apprenants de compter de 1 à 10. - chante avec eux une chanson sur les nombres. Exemple audio : Collection <i>Chantez plus fort</i>  Chantez Plus Fort (2).mp3	- document audio/vidéo - smartphone - Laptop/projector/TV. - livre, poster, etc.
<b>Phase 2 : Main</b> <b>(new learning including assessment)</b> 40 minutes	L'enseignant(e) : - lit avec les apprenants les chiffres (de 1 à 20) accompagnées des images représentant le nombre des objets regroupés. - fait répéter aux apprenants plusieurs fois les numéros. - fait écouter / visionner un audio ou une vidéo sur des calculs simples.  Chantez Plus Fort (3).mp3 - fait mettre ensemble des groupes d'objets et trouve le total. Exemple : <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div> <p>Six œufs</p>  </div> <div> <p>plus</p> </div> <div> <p>quatre œufs</p>  </div> <div> <p>égalent</p> </div> <div> <p>dix œufs</p>  </div> </div>	- document audio/vidéo - smartphone - Laptop/projector/TV. - livre, poster, etc.

**Réponse: Six plus quatre égalent dix.**



- fait faire aux apprenants d'autres calculs en lettres à l'aide d'images :

Exemple :

**Réponse :** .....

- fait identifier et lire les prix des articles dans un magasin (photos, en ligne, etc.).

**Assessment: -**

- Les apprenants lisent et écrivent les prix des articles en lettres.
- Les apprenants font le calcul des prix des articles en lettres.

**Phase 3:  
Plenary/Reflections (Learner and teacher)**

10 minutes

- Les apprenants s'entraînent à lire les prix et à faire des petits calculs.
- Petites scènes de demander et donner des prix des articles
- Etc.

**Independent Activity/Homework:**

- Les apprenants s'entraînent avec les collègues en dehors de la salle de classe.
- L'enseignant(e) pratique avec les apprenants en dehors de la salle de classe (l'envoyer l'apprenant à la cantine, etc. pour acheter des choses, etc.)
- L'apprenant dessine un rayon de son magasin idéal et indique les prix des articles en chiffres et en lettres.

## Lesson 6

<b>Date:</b> Jeudi 28 mars 2019 <b>Duration:</b> 60 Minutes <b>Class:</b> B6		<b>Period:</b> 2  <b>Class size:</b> 35	<b>Subject:</b> Français <b>Strand:</b> 2 – Les activités <b>Sub strand:</b> 4- Demander et donner l'heure
<b>Content Standard:</b> - Compréhension Orale - Production Orale		<b>Indicators:</b> - Écouter/regarder et comprendre un document audio-visuel sur les horaires. <b>B6.4.2.1.1</b> - Poser et répondre à des questions sur ce que l'on fait à certaines heures de la journée. <b>B6.4.2.2.1</b> - Raconter ce que l'on fait à certaines heures de la journée <b>B5.4.2.3.2</b>	<b>Lesson 6</b>
<b>Performance Indicator:</b> L'apprenant sera capable de dire ce qu'il/elle fait à certaines heures de la journée.		<b>Core Competencies/Values:</b> - Communication, Cultural identity and global citizenship, Personal development and leadership	
<b>Key words and expressions:</b> Je me lève à cinq heures. Je mange à sept heures. Je vais à l'école à sept heures et demie. etc.			
Phase/Duration	Learners activities	Resources	
<b>Phase1: Starter (preparing the brain for learning)</b> 10 minutes	L'enseignant(e) : - chante avec les apprenants une chanson sur les heures. - demande aux apprenants de dire l'heure à l'aide d'une horloge dans la salle de classe. - demander aux apprenants: <i>What do you normally do in the morning? afternoon? evening? At what time do you wake up?</i>	- audio/video song - smartphone - Bluetooth/ Audio gadgets - Laptop/projector/ TV.	
<b>Phase 2 : Main (new learning including assessment)</b> 40 minutes	L'enseignant(e) : - fait visionner une vidéo sur les routines quotidiennes sans le son et demande aux apprenants de dire les actions qu'ils voient dans la vidéo. - fait visionner plusieurs fois la vidéo, cette fois-ci avec le son, en marquant des pauses pour permettre aux apprenants de répéter. Exemple vidéo : Élise et sa routine quotidienne <a href="https://youtu.be/qDHUcuEeSMg">https://youtu.be/qDHUcuEeSMg</a> - demande aux apprenants de dire les activités d'une personne et les moments ou les heures où elle fait ces activités.	- audio/video song - smartphone - Bluetooth/ Audio gadgets - Laptop/projector/ TV.	

	<p>- demande aux apprenants d'utiliser le modèle pour parler de leurs routines quotidiennes (le moment ou l'heure où ils/elles font certaines activités).</p> <p>- demande aux apprenants de travailler en binômes et se poser des questions sur ce qu'ils font à certains moments de la journée (matin, après-midi, soir, nuit) et à des heures précises.</p> <p><b>Assessment: -</b></p> <p>- Les apprenants écoutent/regardent un document audio/vidéo sur les routines quotidiennes de quelqu'un et répondre à des questions à l'écrit.</p> <p>Exemple : Les activités quotidiennes <a href="https://youtu.be/v-YOnSLsVso">https://youtu.be/v-YOnSLsVso</a></p> <p>1. À quelle heure se réveille Madame Le Grand ?</p> <p style="padding-left: 40px;">A. A six heures</p> <p style="padding-left: 40px;">B. À sept heures</p> <p style="padding-left: 40px;">C. A six heures et demie</p> <p style="padding-left: 40px;">Etc.</p> <p>- Jeu de rôles: Vous voulez aller vous promener avec votre ami(e) le weekend. Fixez un rendez-vous avec votre ami(e).</p>	
<p><b>Phase 3:</b>  <b>Plenary/Reflections</b>  <b>(Learner and teacher)</b>  10 minutes</p>	<p>Jeu de rôles : Les apprenants se posent et répondre à des questions et sur les heures et les activités quotidiennes.</p> <p><b>Independent Activity/Homework:</b></p> <p>- Projet: En binôme, les apprenants jouent le rôle de journaliste en train d'interviewer une personnalité sur ses routines quotidiennes. Ils enregistrent une vidéo avec le portable d'un membre de famille et les envoient par Whatsapp au professeur. L'enseignant(e) télécharge ces projets et en fait visionner quelques-uns en classe.</p>	

## SAMPLE WORKSHEETS FOR FRENCH

### Worksheet 1

#### Indicator:

**B4.1.1.1**- Écouter / regarder et comprendre un document audio-visuel dans lequel deux personnes se saluent

**Exercice 1 :** *Écoutez les dialogue et cochez si les personnes se saluent ou non.*

Exemple : - Ça va ?  
- Oui, ça va.

Dialogue 1 : - Bonjour Kofi.  
- Bonjour Ama.

Dialogue 2 : - Bonsoir Monsieur.  
- Bonsoir Owusu.

Dialogue 3 : - Merci Paul.  
- Oh, de rien.

Dialogue 4 : - Ca va bien, et toi Julie ?  
- Oui, ça va.

Dialogue 5 : - Désolé, Alima.  
- D'accord.

Dialogue 6 : - Je suis contente.  
- Oh, c'est bon !

	OUI	NON
Exemple		
Dialogue 1	✓	
Dialogue 2		
Dialogue 3		
Dialogue 4		
Dialogue 5		
Dialogue 6		

**B4.1.1.2** – Saluer et répondre oralement aux salutations et respecter le code et les valeurs sociaux

Exercice 2 : Jeu de rôles : (En groupe, les apprenants tirent au sort l'un des thèmes ci-dessous, préparent un jeu de rôles et jouer.)

**Scénario A :** *Vous rencontrez votre camarade de classe à l'entrée de votre école. Vous vous saluez.*

**Scénario B :** *Vous rencontrez votre professeur de français à l'école. Vous vous saluez*

**Scénario C :** *Vous êtes le Directeur de l'école. Vous rencontrez un autre Directeur à une réunion. Vous vous saluez.*

### Worksheet 2

**Indicador: B4.2.1.1**- Écouter/Regarder et comprendre un document audio-visuel sur les pièces, les objets de la maison.

**Exercice 1 :** *Écoutez et écrivez le numéro sous l'image dont il s'agit.*

Exemple : Vous entendez : **Situation numéro 1 : C'est une chambre à coucher.**

La réponse : C'est PHOTO B, alors vous écrivez '1' sous PHOTO B

<p>PHOTO A</p>  <p>LA MAISON</p>	<p>PHOTO B</p> 	<p>PHOTO C</p> 
<p>Situation n° .....1.....</p>	<p>Situation n° .....</p>	<p>Situation n° .....</p>
<p>PHOTO D</p> 	<p>PHOTO E</p> 	<p>PHOTO F</p> 
<p>Situation n° .....</p>	<p>Situation n° .....</p>	<p>Situation n° .....</p>

**Exercice 2 :** *Écoutez et écrivez le numéro sous l'image dont il s'agit.*

Exemple : Vous entendez : **Situation numéro 3 : C'est une assiette.**

La réponse c'est PHOTO C, alors vous écrivez '1' sous PHOTO C.

PHOTO A 	PHOTO B 	PHOTO C 
Situation n° .....	Situation n° .....	Situation n° ..... 1 .....
PHOTO D 	PHOTO E 	PHOTO F 
Situation n° .....	Situation n° .....	Situation n° .....

**B4.2.1.2.1-** Dessiner un objet de la maison et demander à son camarade de le nommer

**Exercice 3 :** Jeu d'identification (*En groupe*) :

*À tour de rôle, un membre de chaque groupe vient au tableau, dessine un objet de la maison et demande à un membre du groupe opposé de le nommer à haute voix. Un objet déjà dessiné ne sera plus accepté.*

**Une variation :** *Le groupe peut dessiner des objets sur des cartes et demande au groupe opposé de nommer l'objet dessiné.*

**B4.2.1.2.2-** Réciter des poèmes, chanter des chansons sur les pièces et les objets de la maison.

Exercice 3 : Mini-Projet (*En groupe*) : *Chaque groupe rassemble cinq (5) objets d'une pièce (chambre, salon, cuisine, etc.) et compose rapidement une chanson simple. L'enseignant(e) enregistre la production de chaque groupe avec son Smartphone et les fait écouter par Bluetooth speaker.*



### Worksheet 3

#### Indicators:

**B4.3.1.4.2-** Lire et comprendre un texte simple sur les goûts et les préférences des personnes.

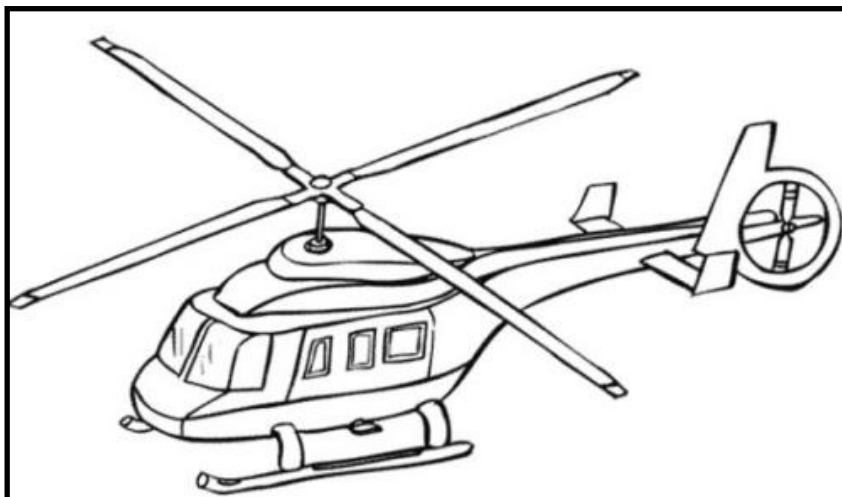
**Exercice 1 :** *Observez les images suivantes et cochez les choses que Jeannette aime.*

Exemple : Numéro 1.

		AIMER ?			AIMER ?
1		<input checked="" type="checkbox"/>	4		<input type="checkbox"/>
2		<input type="checkbox"/>	5		<input type="checkbox"/>
3		<input type="checkbox"/>	6		<input type="checkbox"/>

Exemple :

*J'aime beaucoup l'hélicoptère.*





## Worksheet 4

### Indicators:

**B5.1.3.1.1-** Écouter/Regarder et comprendre un document sur la description physique d'une personne

**Exercice 1 :** *Écoutez et cochez la description physique de la personne.*

Exemple : Vous entendez : *Vous cochez 'B'*

	Comment est Kofi ?			
		A	Kofi est blanc.	
		B	Kofi est grand.	✓
		C	Kofi est noir.	

1.	Comment est Ama ?			
		A	Ama est petite.	
		B	Ama est sympa.	
		C	Ama est grande.	

2.	Comment est Juliette?			
		A	Juliette est blonde.	
		B	Juliette est grande.	
		C	Juliette est grosse.	

3.	Comment les enfants sont petits?			
		A	Les enfants sont blancs.	
		B	Les enfants sont petits.	
		C	Les enfants sont noirs.	

4.	Comment est le chien?			
		A	Le chien est petit.	
		B	Le chien est noir.	
		C	Le chien est blond.	

5.	Comment est l'éléphant?			
		A	L'éléphant est petit.	
		B	L'éléphant est blanc.	
		C	L'éléphant est très grand.	

**Exercice 2 :** *Écoutez et cochez la description physique de la personne.*

**B5.1.3.2.1-** Poser et réagir à des questions sur une photo, une image d'une personne décrite.

**Exercice 3 :** *Comment sont les personnes ou les objets dans les images suivantes :*

Exemple :

Question

Comment est le garçon ?



.....

Réponse

Comment est le garçon ?



Il est gros.

1.


Comment est



.....

2.

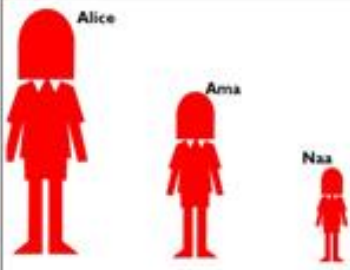
Comment est Julien ?



.....

3.

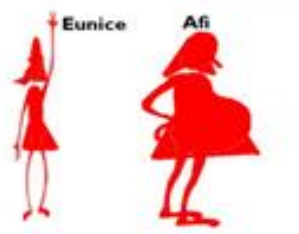
Comment est Alice ?



.....

4.

Comment est Eunice ?



.....

5.

Comment est le ballon ?



.....

**B5.1.3.2.2-** Réciter un poème, chanter une chanson qui décrit une personne

Exercice 3 : Mini-Projet (En groupe) : *Chaque groupe décrit les caractéristiques physiques des membres du groupe et compose rapidement une chanson simple. L'enseignant(e) enregistre la production de chaque groupe avec son Smartphone et fait écouter par Bluetooth speaker.*

**Worksheet 5**

**Indicators: B5.4.1.3.1-** Lire et comprendre les prix.

**Exercice 1 :** *Vous achetez en ligne chez La Redoute avec la carte visa de votre papa. Étudiez, lisez les questions et cochez la bonne case.*

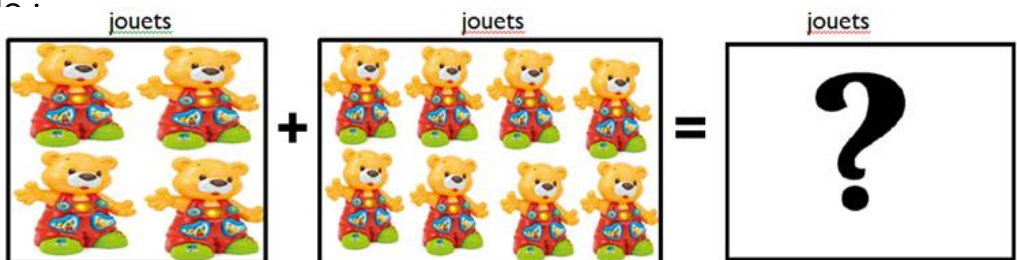


1.	Le pyjama pour bébé c'est combien ?		
		A	C'est GH₵ 16.00
		B	C'est GH₵ 25.00
		C	C'est GH₵ 15.00
2.	Combien coûte les sandales NEW YORK?		
		A	Ça coûte GH₵ 18.00
		B	Ça coûte GH₵ 27.00
		C	Ça coûte GH₵ 19.00
3.	Vous achetez <b>un pantalon cargo</b> plus <b>un pantalon large</b> . Vous payez combien ?		
		A	Je paie GH₵ 37.00
		B	Je paie GH₵ 22.00
		C	Je paie GH₵ 15.00
4.	J'aime les sandales sport.		
		A	Je paie GH₵ 27.00
		B	Je paie GH₵ 12.00
		C	Je paie GH₵ 16.00
5.	Les chaussettes coûtent combien ?		
		A	C'est treize cedis.
		B	C'est dix-neuf cedis.
		C	C'est douze cedis.

**B5.4.1.4.1-** Faire des calculs simples à l'écrit avec des chiffres en lettres

**Exercice 1 :** Comptez les images et additionnez-les.

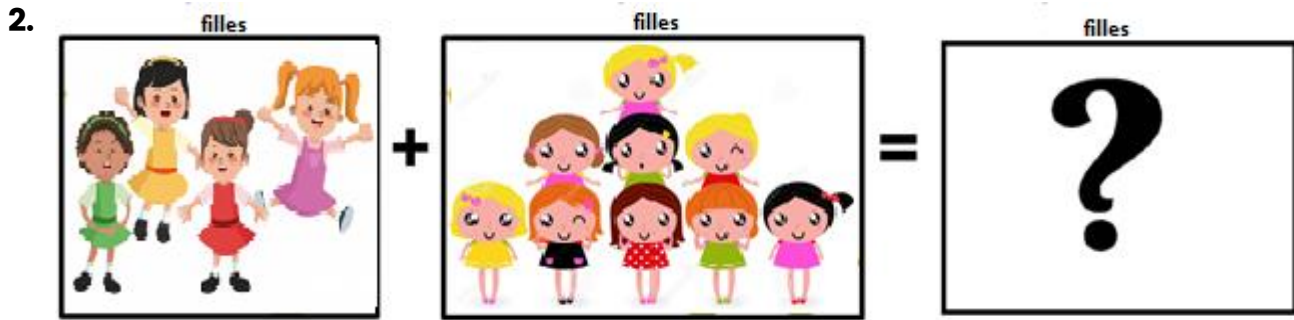
Exemple :



Réponse : **Quatre** jouets plus **six** jouets égalent **dix** jouets.



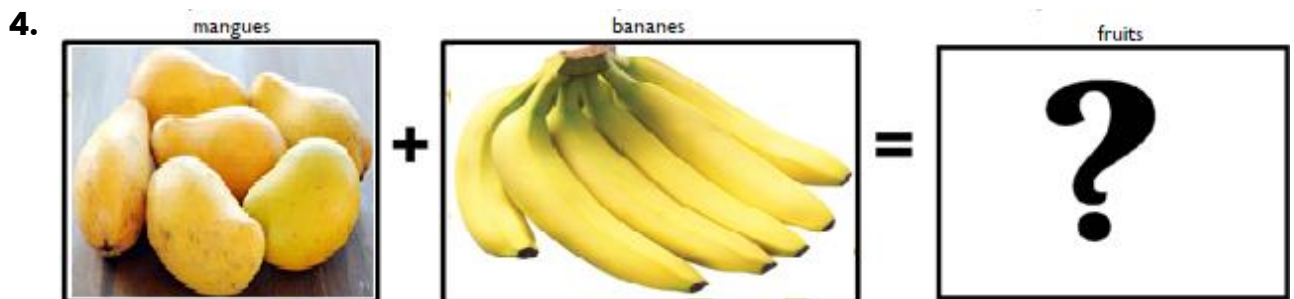
Réponse : .....



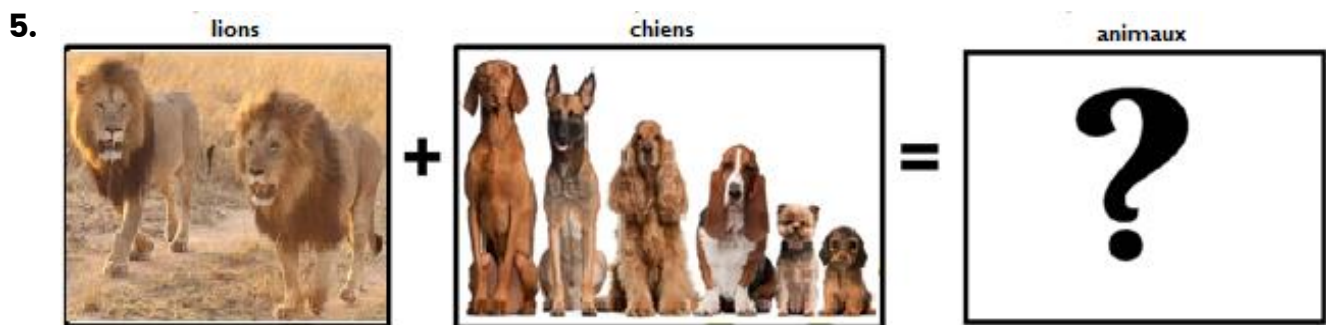
Réponse : .....



Réponse : .....



Réponse : .....



Réponse : .....

## Worksheet 6

**B6.4.2.1.1**- Écouter/regarder et comprendre un document audio-visuel sur les horaires.

### Exercice 1 : -

**1A** : *Faites écouter/visionner un document audio ou vidéo aux apprenants, tout d'abord, sans le son.*

*Poser des questions comme : Vous voyez qui dans la vidéo ? Ils sont où ? Qu'est-ce qu'ils font ?*

*- Faites visionner plusieurs fois le document avec le son et faites faire aux apprenants les activités suivantes :*

**1B** : *Réarrangez les activités suivantes des élèves selon l'ordre chronologique.*

A	Les élèves ont cours de français.
B	Ils ont un cours de sport.
C	C'est la récréation.
D	Les élèves se saluent.
E	Les petits garçons jouent au foot.
F	Ils ont le cours de mathématiques.
G	Les élèves font des devoirs.
H	Les élèves vont à la cantine.
I	Les élèves rentrent à la maison.

**1C** : *Visionnez encore et associez les heures aux activités et réarrangez-les chronologiquement..*

	<b>Activités</b>	<b>Heures</b>
A	Les élèves ont un cours de français.	
B	Ils ont un cours de sport.	
C	C'est la récréation.	
D	Les élèves se saluent.	
E	Les petits garçons jouent au foot.	
F	Ils ont un cours de	



	mathématiques.	
G	Les élèves font des devoirs.	
H	Les élèves vont à la cantine.	
I	Les élèves rentrent à la maison.	

**Exercice 2 :** *Écoutez et écrivez les heures des activités.*  
 (<https://www.youtube.com/watch?v=v-YOnSLsVso>)

	<b>Activités</b>	<b>Heures</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

**Exercice 3 :** *Regardez la vidéo et écrivez les activités quotidiennes de la dame.*  
 (<https://www.youtube.com/watch?v=iS5zjpkAQxo&feature=youtu.be>)

	<b>Activités</b>	<b>Heures</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**B6.4.2.2.1**- Poser et répondre à des questions sur ce que l'on fait à certaines heures de la journée.

**Exercice 4** : *Exposition* : A/ Échangez avec votre camarade votre calendrier d'activités d'une journée.

B/ Échangez avec votre ami(e) le calendrier de vos activités pendant le weekend.

C/ Échangez avec votre camarade vos activités de la semaine à des heures spécifiques.

**B5.4.2.3.2**- Raconter ce que l'on fait à certaines heures de la journée

**Exercice 4** : *Racontez votre routine quotidienne.*



# RESOURCE PACK FOR COMPUTING

## 1.0 FRONT MATTER OF THE COMPUTING CURRICULUM

### 1.1 Rationale for Primary Computing

- provides students with access to important computing ideas, knowledge and skills that they can draw on in their personal and work lives, as well as their learning of other school subjects.
- provides the opportunity for students to develop essential skills and competencies, and motivates learners to become flexible problem solvers and life-long learners in an increasingly technological age.

### 1.2 Teaching Philosophy

It should be focused around a supportive and inclusive learning environment by positively engaging teacher-student relationships.

### 1.3 Learning Philosophy

- Computing education is a process that develops a wide range of skills including problem solving, design construction, communication, critical thinking, analysis, synthesis and evaluation.
- Teachers serve as facilitators by providing the enabling environment that promotes the construction of learners' own knowledge.

### 1.4 General Aims

The Computing Curriculum is aimed at developing individuals to become computer literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible local and global citizens.

### 1.5 Specific Aims

The computing curriculum is designed to help learners to:

- acquire basic ICT literacy.
- communicate effectively using ICT tools.
- develop interest and acquire skills in the use of the internet.
- develop basic ethics in using ICT tools.
- acquire basic programming and data base skills.

### 1.6 Instructional Guidelines Teachers are expected to:

- guide and facilitate learning by solving problems or seeking to gain

information using technological tools.

- Expose learners to situations that challenge them to raise questions and attempt to solve problems using technological tools.
- select computing content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
- design and manage learning environments that provide students with the time, space, and resources needed for learning computing.

#### 1.7 Structure and Organisation of the Curriculum

Sn	Strand	Sub-branches	KG1	KG2	B1	B2	B3	B4	B5	B6
1	Introduction to computing	Generation of computers and parts of a Computer and other gadgets								
		Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)								
		Data, sources and usage								
		Technology in the community (communication)								
2	Presentation	Introduction to MS-PowerPoint (Tabs and ribbons of MS-PowerPoint)								
3	Word processing	Introduction to Word Processing (Tabs and ribbons of word processing)								

4	Desktop Publishing	Introduction to MS-Publisher								
5	Programming and databases	Introduction to databases, algorithm and programming.								
		Introduction to programming languages (e.g. MS-Excel, Scratch, VB dot Net etc.)								
		Introduction to Electronic Spreadsheet								
		Tabs and ribbons manipulation								
Sn	Strand	Sub-strands	KG1	KG2	B1	B2	B3	B4	B5	B6
6	Internet and social media	Network Overview								
		Web browsers and Web Pages								
		Surfing the world wide web								
		Favourite places and Search engine								
		Using Online Forms								
		Customising your browser								
		Electronic Email								
		Internet of things (IoT)								
		Digital Literacy								
		Network Etiquette								

7	Health and safety in using ICT tools	Health and safety in using ICT tools								
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## 2.0 SAMPLE TEACHING AND LEARNING RESOURCES FOR TEACHING COMPUTING

Study the Curriculum for each class and identify the teaching and Learning Resources/ Materials that will be needed for an effective implementation of the standards.

Complete the form below by writing the needed TLMs. Indicate how teachers and learners can obtain the TLMs you have identified by ticking the correct option in the response column.

Key: NC = No Cost to the teacher; LC = Low Cost to the Teacher/can be improvised; PS = to be purchased by School; PP = to be provided by parents.

### SAMPLE COMPLETED TOOL ON RESOURCES FOR TEACHING COMPUTING

#### CLASS:

S/N	LEARNING RESOURCE	RESPONSE			
		NC	LC	PS	PP
1	Projector and Projector screens and internet				
2	laptops / tablets, banner				
3	Pictures, images				
4	Videos				
5	Card board				
6	Flash cards, coloured stickers and manila cards and markers				
7	Coloured pencils				
8	Flip chart				
9	Keyboard, mouse, printers				
10	Tables and chairs				

### 3.0 SCHEME OF LEARNING

#### 3.1 Table I: Yearly Overview

Weeks	Term 1 (List term 1 Sub Strands)	Term 2 (List term 2 Sub Strands)	Term 3 (List term 3 Sub Strands)
1	Generation of Computers and Parts of a computer and other Gadgets	Data, Sources and Usage	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)
2	Generation of Computers and Parts of a computer and other Gadgets	Data, Sources and Usage	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)
3	Generation of Computers and Parts of a computer and other Gadgets	Data, Sources and Usage	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)
4	Generation of Computers and Parts of a computer and other Gadgets	Data, Sources and Usage	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)
5	Generation of Computers and Parts of a computer and other Gadgets	Technology in the community	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
6	Introduction to MS - Windows Interface (Desktop Background and Locations of the computer)	Technology in the community	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
7	Introduction to MS - Windows Interface (Desktop Background and Locations of the computer)	Technology in the community	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
8	Introduction to MS - Windows Interface (Desktop Background and Locations of the computer)	Technology in the community	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
9	Introduction to MS - Windows Interface (Desktop Background and Locations of the computer)	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
10	Introduction to MS - Windows Interface (Desktop Background and Locations of the computer)	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
11	Data, Sources and Usage	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)	Introduction to Word Processing (Tabs and Ribbons of Word Processing)
12	Data, Sources and Usage	Introduction to MS - PowerPoint (Tabs and ribbons of MS-PowerPoint)	Introduction to Word Processing (Tabs and Ribbons of Word Processing)

### 3.2 TERMLY SCHEME OF LEARNING

**Table 3.2 Suggested format for writing Scheme of Learning for P1 Term 1**

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1 & 2.	Introduction to computing	Generation of computers and parts of a Computer and other gadgets	B4.1.1.1	B4.1.1.1.1– B4.1.1.1.2  B4.1.1.1.3	mouse, keyboard, monitor, system unit and its components (memory, hard disk drive, CD-ROM etc.), speakers, and peripherals
2	Introduction to computing	Generation of computers and parts of a Computer and other gadgets	B4. 1.2. 1	B4.1.2.1.4  B4.1.2.1.5  B4.1.2.1.6	
3	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.3.1	B4.1.3.1.3  B4.1.3.1.4  B4.1.3.1.5	Projected examples of personalised Desktop Background to learners with the aid of a projector or pictures.
4.	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B4.1.3.1	B4.1.3.1.3  B4.1.3.1.4  B4.1.3.1.5	
5	Introduction to computing	Data, sources and usage	B4.1.3.1	B4.1.3.1.1  B4.1.3.1.2  B4.1.3.1.3	Photographs, audio recordings,

6	Introduction to computing	Data, sources and usage	B4.1.4.1	B4.1.4.1.4 B4.1.3.1.5	video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)
7	Introduction to computing	Technology in the community (communication)	B4.1.4.1	B4.1.4.1.1 B4.1.4.1.2	
8	Introduction to computing	Technology in the community (communication)	B4.1.4.1	B4.1.4.1.3 B4.1.4.1.4	Pictures of automated irrigation for farming, eco-friendly pesticides and manure
9	Presentation	Introduction to MS- PowerPoint (Tabs and ribbons of MS- PowerPoint)	B4.2.1.1	B4.2.1.1.1	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section
10	Presentation	Introduction to MS- PowerPoint (Tabs and ribbons of MS- PowerPoint)	B4.2.1.1	B4.2.1.1.2	
11	Word processing	Introduction to Word Processing (Tabs and ribbons of word)	B4.3.1.1	B4.3.1.1.1	Images of clipboard, styles, fonts, paragraph and

		processing)			editing in in the Home Tab of MS –Word.
12	Word processing	Introduction to Word Processing (Tabs and ribbons of word processing)	B4.3.1.1	B4.3.1.1.2	

### 3-3 WEEKLY LESSON PLANFORMAT

#### SAMPLE WEEKLY LESSON PLAN FOR B4 COMPUTING, WEEK 1

Learning Indicator (s) (Ref. No.)	B4.1.1.1.1		
Performance indicators	Learners can identify computer parts		
Week Ending			
Reference	Computing Curriculum page 2,		
Teaching/Learning Materials:	Pictures or images of Computer; mouse, keyboard, monitor and system unit. Also Pictures of, telephone, mobile phone, radio, TV, joystick, light pen, mouse, pointing stick.		
DAY	Phase1: Starter (preparing the brain for learning) 5 minutes	Phase 2: Main (new learning including assessment) 20 minutes	Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes
Monday	Have students write on a sheet of paper, the following	1. Using sticky notes to label computer's parts.	What have we learnt today? Parts of computers and technological tools
	<ul style="list-style-type: none"> <li>Three ways they have used a computer</li> </ul>	2. Distribute to learners different coloured sticky notes for learners to identify each part.	



	<ul style="list-style-type: none"> <li>Let them list 5 common parts</li> <li>Randomly choose and ask for volunteers to share the answers.</li> </ul>	<p>Assessment: An activity to let students identify more computer parts and technological tools using coloured sticky notes; each activity done correctly attracts 2 points.</p>	
	<p>Guide learners to mention more technological tools and hence introduce the lesson( generation of computers and parts of a computer and other gadgets)</p>		
Wednesday	<p>Have students write on a sheet of paper, the following</p> <p>5 common parts of a computer</p> <p>Guide learners to mention more technological tools and hence introduce the sub strand of the lesson(</p>	<p>Bring real object such as memory (i.e. memory cards, memory sticks), hard disk, CD- ROM etc. or pictures of these items to class.</p> <p>Explore the parts of the computer.</p>	<p>Review the lesson with learners</p> <p>Ask learners to draw and 3 technological devices of their choice.</p>

### 3.4 Sample Lessons in Computing

#### Lesson 1

Date:15/ 03/19	Period: 30 Subject: Computing		
Duration: 30 Minutes	Strand: INTRODUCTION TO COMPUTING		
Class: B1	Class size:40 Sub Strand: GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHERGADGETS		
Content Standard B2.1.1.1: Demonstrate an understanding of how the parts of a computer, as well as other technological tools function		Indicator: B1.1.1.1.1. Identify parts of a computer and how they connect to each other (i.e. the connection of mouse, keyboard, monitor and system unit)	Lesson 1 of 4
Performance Indicator: learners can identify computer parts and connect them		Core Competencies: 1.Creativity and innovation. 2. Communication and collaboration 3. Personal development and leadership	
Key words: Technological Tools – computers, websites and blogs, digital microphones, online media			
Phase / Time	Learner Activities		Resources
Phase1: Starter (preparing the brain for learning)	Take some extreme close-up pictures of the technological tools of the computer.  Pass them around and get the students to guess what they are and hence introduce the sub-strand of the lesson		TLMs/ Resources  Pictures / Computer- mouse, keyboard, monitor and system unit
5 minutes			
Phase 2 : Main (new learning including assessment)	Each group is given one item at a time i.e. a mouse, keyboard, monitor or system unit.  Lead learners to mention the names of various items		

20 minutes	Guide learners to imagine other ways the gadgets could be connected.	
	Guide them to connect the gadgets to the computer.	
	Discuss and try out their ideas to see how they work.	
	Assessment	
	Group Activity: With the aid of cut-outs (of the parts of a computer,) identify the parts of a computer and show how they are connected to each other.	
Phase 3: Plenary/Reflections (Learner and teacher) 5 minutes	<p>What have we learnt today?</p> <p>Ask learners to summarise the main points of the lesson.</p> <p>We have learnt how to identify the parts of a computer and how they are connected to each other.</p> <p>Independent Activity/Homework:</p> <p>Give learners a task to match pictures of various parts of the computer to their correct names.</p>	

#### Example 2

Date:15/03/19      Period: 30		Subject: Computing
		Strand: INTRODUCTION TO COMPUTING
Duration: 30 Minutes Class: B2      Class size:40		Sub Strand: GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS
Content Standard B2.1.1.1.: Demonstrate an understanding of the parts of a computer and	Indicator B2.1.1.1.1. Identify parts of a computer (the mouse, keyboard, monitor, system unit, speakers and accessories)	Lesson 1 of 4
Performance Indicator: The learner can identify a mouse, keyboard, monitor, system unit, speakers as parts of a computer.	Core Competencies: 1.Creativity and innovation      2. Communication and collaboration      3. Personal development and leadership	
Key words: mouse, keyboard, monitor, system unit, speakers		
Phase / Time	Learner Activities	Resources
Phase1: Starter (preparing the brain for learning)	<p>Take some extreme close-up pictures of the parts of the computer.</p> <p>Pass them around and get the students to guess what they are and hence introduce the lesson for the day.</p>	TLMs / Resources mouse, keyboard, monitor, system unit, speakers and accessories

5 minutes	Bring models or pictures of the mouse, keyboard, monitor, system unit, speakers and accessories to class.	
Phase 2 : Main (new learning including assessment)	List functions on the board and ask the learners to identify which tool will match the functions. Or Show video depicting parts of the computer and their functions.	
20 minutes	Assessment: study a sketch of a computer and identify the monitor, mouse and system unit.	
Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes	<p>What have we learnt today?</p> <p>We have learnt about the Parts of a computer (the mouse, keyboard, monitor, system unit, speakers and accessories.</p> <p>Engage learners in a Think Pair Share Activity to:</p> <p>Name one part of a computer</p> <p>State its functions.</p> <p>Independent Activity/Homework</p> <p>Draw the system unit and colour it.</p>	

### Example 3

Date:15/03/19      Period: 30		Subject: Computing	
Duration: 30 Minutes Class: B3      Class size:40		Strand: INTRODUCTION TO COMPUTING	
		Sub Strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	
Content	Standard: B3.1.4.1. Demonstrate the use of technology in the community (communication)	Indicator: B3.1.1.4.3.: Identify five impacts of technology in communication.	Lesson 1 of 4
Performance Indicator: The learner can identify five impacts of technology in communication.		Core Competencies: 1. Creativity and innovation. 2. Communication and collaboration 3. Personal development and leadership	
Key words: education, morality, understanding etc.			
Phase/Time	Learner Activities		Resources

<p>Phase1: Starter (preparing the brain for learning)</p>	<p>Tell a story of how technology helps to send information faster and more effectively.</p> <p>Learners are placed into groups of 3 – 5 to explore or describe the impacts of technology in communication (both positive and negative).</p>	<p>TLMs/Resources</p> <p>Pictures or projected images of impacts of technology in communication. (e.g. images showing; access to education, media addiction etc.)</p>
<p>5 minutes</p>	<p>Show pictures or videos on modern tools for communication.</p>	
<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<p>Teacher helps learners to share their ideas to the whole class on the impact of technology in communication.</p> <p>Assist learners to know how technology has helped to ensure easy and fast communication. Eg video calls, texting, voice mails.</p> <p>Encourage learners to share experiences on how they used technology-inspired communication in the past.</p> <p>E.g. Guide learners to describe the impact (both positive and negative impact) of technology in communication.</p>	
	<p>Assessment: Give 2 ways in which technology has helped to improve communication.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>Let learners identify the technology they use most in communicating.</p> <p>Independent Activity/Homework: 1. Write down the impact of technology on communication in your community.</p>	

## Lesson 4

Date:15/03/19      Period: 30		Subject: Computing
		Strand: INTRODUCTION TO COMPUTING
Duration: 30 Minutes Class: B4      Class size:40		Sub Strand: GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS
Content Standard B4.1.1.1: Identify parts of a computer and technology tools	Indicator: B4.1.1.1.2. Describe the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc.	Lesson 2 of 5
Performance Indicator: Learners can mention four technological tools and state their use		Core Competencies: 1.Creativity and innovation. 2. Communication and collaboration 3. Personal development and leadership
Key words: joystick, light pen, mouse, pointing stick		
Phase / Time	Learner Activities	Resources
Phase1: Starter (preparing the brain for learning) 5 minutes	<ul style="list-style-type: none"> <li>Gather some input devices or pictures of such devices for the lesson.</li> <li>Assist learners to identify the devices provided.</li> </ul>	TLMs/Resources Pictures of, telephone, mobile phone, radio, TV, joystick, light pen, mouse, pointing stick.
Phase 2 : Main (new learning including assessment) 20 minutes	<p>1. Assist learners to know the functions of the input devices with the aid of videos.</p> <p>Engage learners to demonstrate the application of the input devices.</p> <p>With the aid of cut-out pictures, engage learners in a think-pair-share activity to match some input devices they will use.</p> <p>Assessment: Draw and colour any 2 input devices of your choice.</p>	

Phase 3: Plenary/ Reflections (Learner and teacher)  5 minutes	<p>What have we learnt today?</p> <p>We have learnt the types of input devices of a computer and their uses. E.g. joystick, light pen, mouse, pointing stick etc..</p> <p>Group learners into groups of threes</p> <ul style="list-style-type: none"> <li>• Display pictures of devices on the board and walls of the class.</li> </ul> <p>On the start signal, learners are to collect as many input devices as possible, one at a time and bring it to their table, under three minutes.</p> <p>The group that collects more input devices gets more points.</p>
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### Lesson 5

Date:15/03/19      Period: 30		Subject: Computing	
		Strand: PRESENTATION	
Duration: 30 Minutes		Sub Strand: INTRODUCTION TO MS- POWERPOINT ( TABS AND RIBBONS OF MS-POWERPOINT)	
Class: B5      Class size:40			
Content Standard: B5.2.1.1. : Demonstrate the use of MS- PowerPoint	Indicator: B5.2.1.1.1. : Show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon.	Lesson 2 of 2	
Performance Indicator: Learners can use “File menu”, “Insert” and “Design Ribbons” to create a new MS- PowerPoint slide and use shapes in the “Insert ribbon” to draw the Ghana flag.		Core Competencies: 1.Creativity and innovation. 2. Communication and collaboration 3. Personal development and leadership	
Key words: Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon.			
Phase / Time	Learner Activities	Resources	

<p>Phase1: Starter (preparing the brain for learning) 5 minutes</p>	<p>Teacher displays sample of a beautiful image or object designed by the use of MS PowerPoint to whet the appetite of learners. Teacher explains to them they can do it by letting them imagine.</p> <p>Teacher guides learners to use “File menu”, “Insert” and “Design Ribbons” to create a new MS-PowerPoint slide and use shapes in the “Insert ribbon” to draw the Ghana flag.</p>	<p>TLMs/Resources A Short slide show on a designed image in a presentation. e.g. Nigerian flag</p>
<p>Phase 2 : Main (new learning including assessment)</p>	<p>Project a presentation to the learners by the use of “File menu”, “Insert” and “Design Ribbons” features to create a new MS-PowerPoint slide as well as use shapes in the “Insert ribbon” to draw the Ghana flag.</p>	
<p>20 minutes</p>	<p>Assessment: Let learners design the Ghana flag using File menu”, “Insert” and “Design Ribbons” features in Ms Power Point.</p>	
<p>Phase 3: Plenary/ Reflections (Learner and teacher) 5 minutes</p>	<p>What have we learnt today?</p> <p>We have learnt how to use Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon).</p> <p>Independent Activity/Homework</p> <p>Design an object using “File menu”, “Insert” and “Design Ribbons” in MS- PowerPoint to design the crest of their school.</p>	



## Lesson 6

Date:15/03/19      Period: 30		Subject: Computing		
		Strand: INTERNET AND SOCIAL MEDIA		
Duration: 30 Minutes Class: B6      Class size:40		Sub Strand: NETWORK OVERVIEW		
Content Standard: B6.6.1.1 Demonstrate how to Network computers.		Indicator: B6.6.1.1.2 Describe the types of information available on the Internet.		Lesson 1 of 4
Performance Indicator: Learners can browse and surf the internet safely and effectively		Core Competencies: 1.Creativity and innovation. 2. Communication and collaboration 3. Personal development and leadership		
Key words: Computer, Internet, Modem, modulator, demodulator, wireless.				
Phase / Time	Learner Activities	Resources		
Phase1: Starter (preparing the brain for learning) 5minutes	Review lesson on internet facilities with learner Find-out from learners the sources of information in the society		TLMs/Resources Computer, Internet Modem (for connectivity), Worksheet with components of the computer for paired student quizzing, Textbook, Pen	
Phase 2 : Main (new learning including assessment) 20 minutes	Get students to create a table with two categories i.e. internet information and non-internet information.			
	Read a list of items and let learners write each word dictated into their table in the correct category.			
	Lead learners to compare with their partner/group to see if they are similar or different.			
	Guide learners to identify and describe the types of Information available on the Internet. e.g. educational, financial, entertainment, etc. Place learners into groups for this activity.			
	Assessment:			
	Surf the internet for educational, financial and entertainment information.			

### 3.5 Worksheets for Computing

#### Worksheet1

##### BASIC 1

**Indicator: B1.1.1.1. Identify parts of a computer and how they connect to each other (i.e. the connection of mouse, keyboard, monitor and system unit).**

Assessment:

1. Identify the parts of a computer labelled 1 – 4. ( system unit, monitor, mouse, keyboard)



#### Worksheet 2

##### BASIC 2

**B2.1.1.1 Demonstrate an understanding of the parts of a computer and technology tools.**

Assessment:

- 2a. Draw and colour a mouse and or any part of the computer system.

#### Worksheet3

**B3.1.4.1.Demonstrate the use of technology in the community(communication) Assessment:**

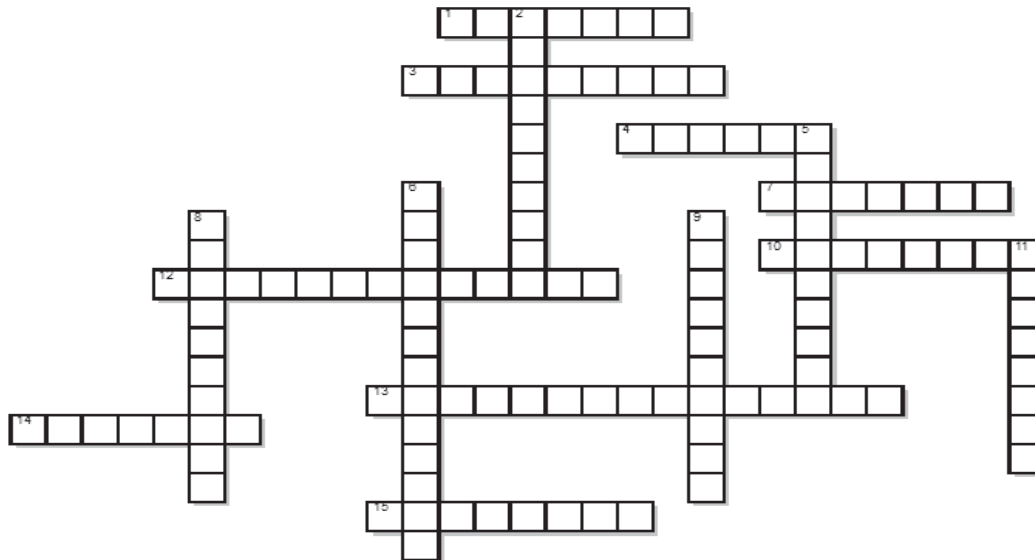
Question: write down 5 impacts of technology in the community.

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

## Worksheet 4

### BASIC 4

B4.1.1.1: Identify parts of a computer and technology tools Complete the crossword puzzle.



#### ACROSS

- 1 Cameras
- 3 Touchpads
- 4 Webcam
- 7 Scanner
- 10 Joystick
- 12 Digital camera
- 13 Graphics Tablets
- 14 Gamepad

#### 15 keyboard

#### DOWN

- 2 Microphone
- 5 Microphone
- 6 Barcode reader
- 8 Whiteboard
- 9 Trackballs
- 11 Keyboard

## Worksheet 5

### BASIC 5

#### Demonstrate the use of MS-

#### PowerPoint Question:

- a Design any object using “File menu”, “Insert” and “Design Ribbons” in MS- PowerPoint.
- b design the crest of your school.
- c create a 5-slide PowerPoint presentation on the food you like best. Demonstrate the use of Insert, Design, and Layout (New, Open, Save, Save As, Print and Close) and Insert, Design, and Layout ribbons. (i.e. clipboard, slides, fonts and paragraph).

Question: write down the use of the following tools in PowerPoint presentation:

- (i) File menu
- (ii) Insert
- (iii) Design
- (iv) Layout Ribbon

**BASIC 6**

**Work sheet for lesson Basic 6a.**

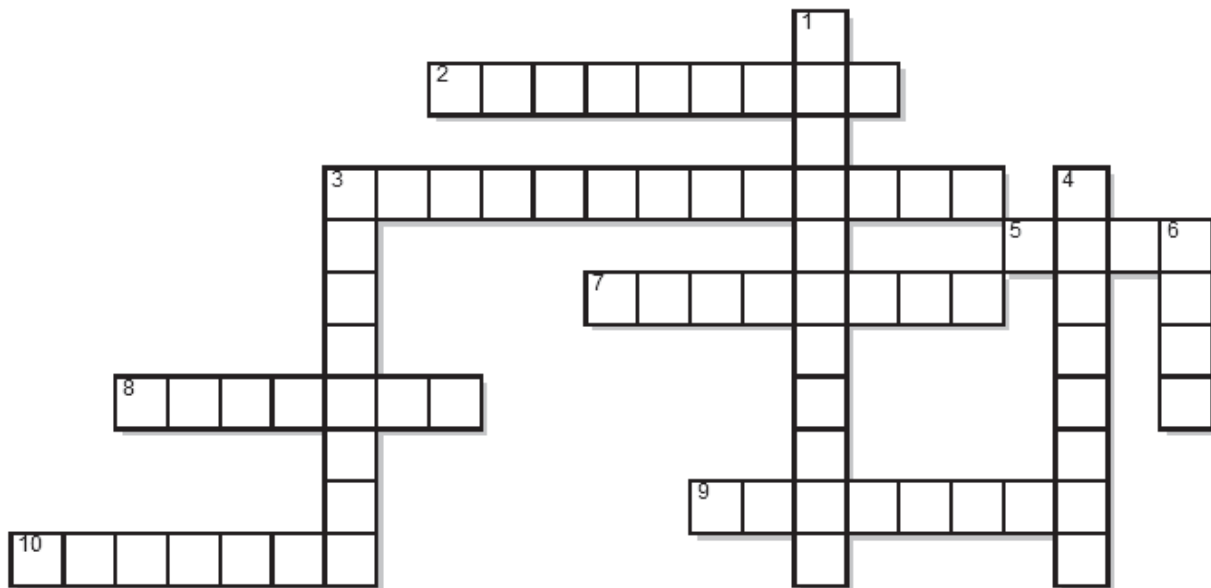
**B6.6.1.1. Demonstrate how to network computers.**

Question :

- (i) Create a table with two categories i.e. internet facilities and non-internet facilities.
  
- (ii) Write 5 examples of internet facilities.
  - a. ....
  - b. ....
  - c. ....
  - d. ....
  - e. ....
  
- (iii) Group learners into teams of 3 to 5 members and ask them to research and present on the effect of internet on our lives.

**B6.6.1.1 Demonstrate how to network computers. Assessment:**

**Question: complete the crossword puzzle below.**



**ACROSS**

- 2 Interrupt
- 3 Compatibility
- 5 Card
- 7 Switcher
- 8 Network
- 9 Protocol
- 10 Drivers

**DOWN**

- 1 Application
- 3 Consoles
- 4 Maskable
- 6 Dump

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