

**TERM TWO**  
**BASIC FIVE**  
**WEEK SEVEN**

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## WEEKLY SCHEME OF LEARNING- WEEK SEVEN

## BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.3 B5.2.7.1.3 B5.3.3.1.1 B5.4.10.1.1. B5.5.4.1.3. B5.6.1.1.1	
Performance Indicator		A. Learners can relate to lessons in stories B. Learners can scan texts for details C. Learners can identify and use indefinite pronouns e.g. someone, anyone, everything etc D. Learners can create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech E. Learners can use past perfect in speech and in writing F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Assist learners to revise the sequence of a story familiar to them.	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Have learners identify the characters in the story and the roles the characters played in the story or text.</li> <li>• Learners again identify the setting of the story.</li> <li>• Learners identify the moral lessons from the story.</li> <li>• Help them discuss and relate the moral lessons to their lives using an example to illustrate that.</li> <li>• Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities</li> </ul> <p>Assessment: let learners write lessons in stories</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners to skim and scan texts for details.</p> <ul style="list-style-type: none"> <li>• Have learners skim/scan a text in a short period/time frame and write down their ideas.</li> <li>• Discuss the answers together as a class</li> </ul> <p>Assessment: let learners scan texts for details and answers</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Introduce indefinite pronouns with examples in sentences.</p> <ul style="list-style-type: none"> <li>• Discuss the indefinite pronouns with learners.</li> <li>• Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

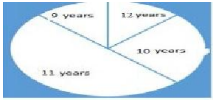
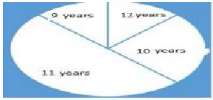
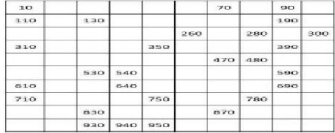
		Assessment: let learners create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <ul style="list-style-type: none"> <li>• Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative</li> <li>• Discuss personal narrative with learners.</li> </ul> <p>Note: A personal narrative is a true story told from the writer's point of view. It is the retelling of an event or experience that has affected the writer's life. The story should be told naturally to allow readers to experience the event(s) for themselves.</p> <p>Prewriting</p> <ul style="list-style-type: none"> <li>• Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing.</li> </ul> <p>E.g. Topic: How I spent my Christmas holidays. Purpose: to share an important experience. Audience: Classmates</p> <ul style="list-style-type: none"> <li>• Guide learners to individually use appropriate graphic organizers to</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>generate, gather and organise ideas and details for writing.</p> <p>E.g. Time Line, 5 Ws Chart.</p> <p>Time Line Organiser</p> <ul style="list-style-type: none"> <li>• Use Time Line for personal narratives to list actions or events in the order in which they occurred.</li> </ul> <p>E.g. Topic.....</p> <p>Events in Chronological Order</p> <ol style="list-style-type: none"> <li>1. Event 1</li> <li>2. Event 2</li> <li>3. Event 3</li> </ol> <p>5 W's Chart</p> <ul style="list-style-type: none"> <li>• Use 5 W's Chart to collect the who? What? when? Where? and why?" details for personal narratives and news stories. How could be added to the list.</li> </ul> <p>e.g.</p> <p>Topic_____</p> <p>Who? What? When? Where? Why?</p> <ul style="list-style-type: none"> <li>• Guide learners to organise their details into writing plant (beginning, middle and ending</li> </ul> <p>Assessment: let learners create settings, characters and at least one plot in a narrative text</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Narrate an event in the past.</p> <ul style="list-style-type: none"> <li>• Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use past perfect to form sentences	
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B5.1.5.1.3 B5.2.1.1.1	
Performance Indicator		Learners can Identify and describe percent from real-life contexts and solve problems using percent. Learners can Extend a given pattern with and without concrete materials, and explain how each element differs from the preceding one	
Strand		. ALGEBRA	
Sub strand		Patterns and Relationships	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out ☐ In shops – discounts, reduction to clear – 50%, etc. ☐ In exams expressing marks as percentages ☐ Phone battery power used etc. 	Review the lesson with Learners  Assessment: have learners to practice with more examples

Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>Skip count in multiples of 20, 50, 500, etc. is one way to introduce patterns</p>	<p>Provide students with a thousand number chart or number line with missing numbers and help use the strategy of skip counting to find missing numbers</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Provide students with a thousand number chart or number line with missing numbers and help use the strategy of skip counting to find missing numbers</p> <table><tr><td>30</td><td></td><td></td><td></td><td></td><td>70</td><td></td><td>90</td><td></td></tr><tr><td>110</td><td></td><td>130</td><td></td><td></td><td>260</td><td></td><td>390</td><td>500</td></tr><tr><td>310</td><td></td><td></td><td></td><td>360</td><td></td><td>470</td><td>480</td><td>590</td></tr><tr><td></td><td></td><td>530</td><td>540</td><td></td><td></td><td></td><td></td><td>590</td></tr><tr><td>610</td><td></td><td></td><td>640</td><td></td><td></td><td></td><td></td><td>690</td></tr><tr><td>710</td><td></td><td></td><td></td><td>750</td><td></td><td></td><td>780</td><td></td></tr><tr><td></td><td></td><td>830</td><td></td><td></td><td></td><td>870</td><td></td><td></td></tr><tr><td></td><td></td><td>930</td><td>940</td><td>950</td><td></td><td></td><td></td><td></td></tr></table>	30					70		90		110		130			260		390	500	310				360		470	480	590			530	540					590	610			640					690	710				750			780				830				870					930	940	950					<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B5.3.3.1.1	
Performance Indicator		Learners can know how various organisms are adapted to survive in their habitat	
Strand		SYSTEMS	
Sub strand		3: ECOSYSTEM	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Begin the lesson with a matching activity using flashcards (write the names of different organisms on flashcards and a list of habitats on another set of flashcards for learners to match with). <ul style="list-style-type: none"><li>• Learners explain why a bird cannot live in water.</li><li>• Learners discuss various habitats of animals and plants.</li></ul> Assessment: let learners write how various organisms are adapted to survive in their habitat	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<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 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: let learners mention how various organisms are adapted to survive in their habitat</p>	Project: Designing a habitat Learners plan, design and make a model of a habitat using card board, paper, blu tack and clay to show the homes of some animals.
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Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.3.3.1.1	
Performance Indicator		Learners can describe fundamental human rights in the family	
Strand		3: OUR BELIEFS AND VALUES	
Sub strand		Basic Human Rights	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health  Learners compose songs and rhymes on the right to belong to a family  Assessment: let learners describe fundamental human rights in the family	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Learners compose songs and rhymes on the right to belong to a family</p> <p>Assessment: let learners describe fundamental human rights in the family</p>	
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B5.3.1.1.1
<b>Performance Indicator</b>	Learners can describe the key events in the ministry of the leaders of the three religions
<b>Strand</b>	Religious Leaders
<b>Sub strand</b>	Ministry of the Leaders of the Three Major Religions in Ghana.
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to describe the key events associated with the ministry of the leaders of the three main religions:</p> <ul style="list-style-type: none"> <li>- The Lord Jesus Christ- Baptism, temptation, call of the disciples, teaching, etc</li> <li>The Holy Prophet Muhammad (S.A.W.)</li> <li>- call, triumphant entry to Makkah , etc. - Traditional Leader- training, teaching, etc.</li> </ul> <p>Assessment: let learners describe the key events in the ministry of the leaders of the three religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		HISTORY	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B5.5.1.1.1	
<b>Performance Indicator</b>		Learners can identify the early protest movements in Ghana before 1945.	
<b>Strand</b>		5: Journey to Independence	
<b>Sub strand</b>		1: Early Protest Movements	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What do we mean by early protest movements? What were some of these early protest movements? Who were the leaders of these early protest movements? What factors led to the formation of these movements?	What is a protest movement? 2. List the main protest movements in Ghana before 1945: - Aborigines Rights Protection Society (ARPS) 1897 - National Congress of British West Africa (NCBWA) 1917 - The Gold Coast Youth Conference, 1929 – What is a protest movement? 2. List the main protest movements in Ghana before 1945: - Aborigines Rights Protection Society (ARPS) 1897	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>- National Congress of British West Africa (NCBWA) 1917</li> <li>- The Gold Coast Youth Conference, 1929 –</li> </ul> <p>Assessment: let learners identify the early protest movements in Ghana before 1945</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>What is a protest movement?</p> <p>2. List the main protest movements in Ghana before 1945</p> <ul style="list-style-type: none"> <li>- National Congress of British West Africa (NCBWA) 1917</li> <li>- The Gold Coast Youth Conference, 1929 –</li> </ul> <p>Assessment: let learners identify the early protest movements in Ghana before 1945</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



<b>Week Ending</b>			
<b>Class</b>		five	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B5 1.4.6.2	
<b>Performance Indicator</b>		Learners can develop guidelines for appreciating and appraising own and others’ visual artworks that reflect the physical and social environments of some communities in Africa	
<b>Strand</b>		1: Visual Arts	
<b>Sub strand</b>		4: Appreciating and Appraising	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	discuss and accept a guide for appreciating and appraising own and/or others’ visual artworks based on the guidelines suggested below;  identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury.  Suggested Guidelines	

		<p>📌 Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work.</p> <p>📌 Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</p> <p>📌 Appraisal: What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning).</p> <p>📌 Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.2.4.2.1	
Performance Indicator		Learners can explain the purpose of using a side orientation when striking a ball from a batting tee	
Strand		Movement Concepts, Principles and Strategie	
Sub strand		Body Managemen	
Teaching/ Learning Resources		ball	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the purpose of using the side orientation as: i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace	End the lesson with cool down activities and use questions to summarise the lesson

Week Ending			
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.6.1.1.1 B5.6.1.1.2 B5.6.1.1.3	
Performance Indicator		Learners can explain what a network is. Learners can describe how the internet works Learners can explain what the Internet is	
Strand		PROGRAMMING AND DATABASES	
Sub strand		6: INTERNET AND SOCIAL MEDIA SUB-STRAND 1: NETWORK OVERVIEW	
Teaching/ Learning Resources		Laptop	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide the learners to discuss how devices communicate. Demonstrate simple connectivity between nodes. Guide learners to distinguish between PAN, LAN, MAN, WAN and Internet Guide learners to discuss the inter-connection of the internet computers (learners should be made to realise that the internet is a network of networks). Also, guide learners to come out with examples of Internet Communication	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain what the Internet is	
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<b>Learning Indicator (s) (Ref. No.)</b>		B5.4.4.1.3 Write persuasive essays on given topics. B5.4.5.1.1 Gather information for the writing of good argumentative essays. B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should write persuasive essays on given topics.</li> <li>The learner should gather information for the writing of good argumentative essays.</li> <li>The learner should comprehend and discuss how to write for or against a motion in an argumentative essay</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>Guide learners to write persuasive essays on given topics</li> </ul> Assessment: let learners write persuasive essays on given topics.	What have we learnt today?          Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss the structure of argumentative writing with learners.</li> <li>Use controlled composition to write a</li> </ul>	What have we learnt today?

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		<p>simple argumentative essay on a cardboard.</p> <ul style="list-style-type: none"> <li>• Read the argumentative essay on the board pointing out the structure.</li> <li>• Let learners understand and recognise how to gather information for the writing of good argumentative essays.</li> </ul> <p>Assessment: let learners write points for argumentative essays</p>	<p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give a topic to the class and put the learners into two groups.</li> <li>• Let one group write for the topic and the other against the topic in class.</li> <li>• Let each group read their write up in class.</li> <li>• Discuss the ways of writing for or against a motion in a given motion in an argumentative essay.</li> <li>• Let individual learners write for or against a given motion.</li> </ul> <p>Assessment: let learners write for or against a motion in an argumentative essay</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

