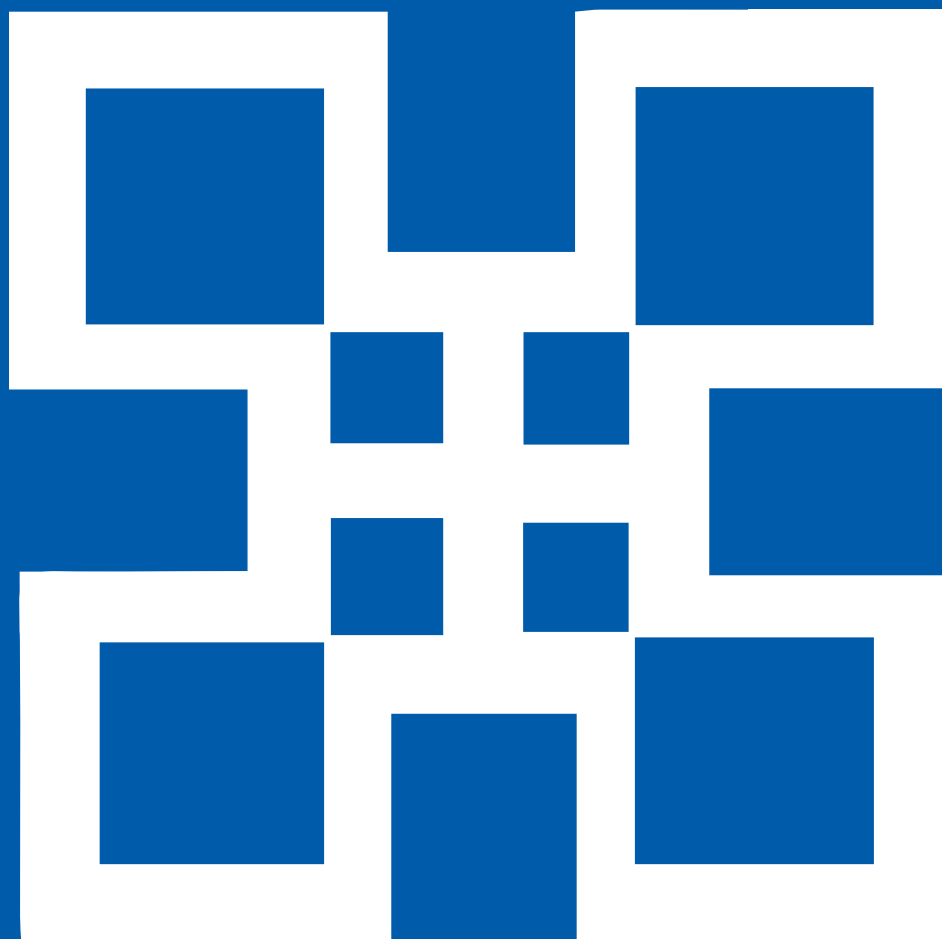


TEACHER PROFESSIONAL DEVELOPMENT

Professional Learning Community Handbook 2 for Basic Schools

Literacy across the Curriculum

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)





Ministry of Education
REPUBLIC OF GHANA



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Professional Learning Community Handbook 2 for Basic Schools

Literacy across the Curriculum

Coordinator Version

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FOREWORD

Ghana's Standards-Based Curriculum introduced across all Basic Schools in September 2019 focuses on learning and progression for all learners and is underpinned by pedagogical considerations of differentiation and inclusion. Ghana Education Service (GES) has mandated all teachers within our Basic Schools to establish Professional Learning Communities (PLCs) and undertake weekly sessions where teachers come together and work collaboratively to improve teaching and learning in line with the new curriculum.

GES rolled out Professional Learning Community Handbook One, focused on the National Teachers' Standards (NTS), under the Communities of Excellence Programme in October 2022. Evidence from basic schools in Akuapem South, Bosome Freho and Lambussie districts indicates that the PLC Handbook is having a positive impact on teaching and learning.

As a result of this positive impact, GES collaborated with the National Teaching Council, tutors of Colleges of Education, SISOs, headteachers and teachers from selected Basic Schools within Akwapim South, Bosome Freho and Lambussie districts to develop a second PLC handbook focused on improving literacy skills across all subjects in the curriculum and teaching at the right level.

This second handbook will help teachers understand and demonstrate the use of relevant pedagogies that can support the delivery of the standard based curriculum. Teachers will be able to help students learn literacy skills while learning the content areas of subjects like mathematics, Integrated Science, Our World Our People (OWOP) etc. The Handbook will also enable teachers know and apply a variety of teaching strategies to meet the needs of all learners.

PLC sessions help teachers to build a collective understanding of how to improve outcomes for all learners in their schools through a series of practical activities such as lesson observation and peer reviews, team learning and action research. The involvement of head teachers and teachers from selected Basic Schools within the three districts in the writing of this Handbook is an intentional way to allow the teachers who use these Handbooks to see how the Handbooks are responsive to the practicalities of their classrooms.

This PLC Handbook is structured in 11 units which are applicable to all Basic Schools. It covers the following sessions:

1. Relevant pedagogies that can support the delivery of the basic school curriculum.
2. The concept of teaching at the right level using differentiation
3. The concept and importance of literacy across the basic school curriculum
4. Supporting the teaching of literacy at the right level in mathematics
5. Supporting the teaching of mathematics at the right level using literacy
6. Supporting the teaching of literacy at the right level in science
7. Supporting the teaching of science at the right level using literacy
8. Supporting the teaching of literacy at the right level in social studies (Our world, our people)

9. Supporting the teaching of social studies at the right level (Our world, our people) using Literacy
10. Supporting the teaching of the creative arts at the right level using literacy
11. Supporting the teaching of literacy at the right level in the creative arts

The PLC Handbook is designed to improve quality and relevance of teaching and learning through experiential sharing and strategies which also incorporate Gender, Equality and Social Inclusion (GESI), Social and Emotional Learning (SEL), Information Communication Technology (ICT) and 21st Century Skills.

It is our hope and expectation that this PLC Handbook represents an important step in the transformation of education in Akuapem South, Bosome Freho and Lambussie and that it will be used effectively across all Basic Public Schools in these districts to transform learning.



Dr Eric Nkansah
Director-General
Ghana Education Service

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1. Background to the PLC Sessions in this Handbook

There are eleven weekly PLC Sessions in this Handbook designed support the teaching of literacy across the curriculum. The contents of this handbook will be able to help teachers support students learn literacy skills while learning the content areas of subjects such as mathematics, science etc.

The sessions are not subject specific so subject teachers at the Junior High School level can apply the teaching and assessment principles in their teaching of any subject. The PLC sessions are designed to support:

- Professionalising teaching by supporting teachers in developing communities of practice and enhancing their professionalism.
- Improving the learning outcomes and life chances for all learners.

2. Features of the PLC Sessions

- The main resources for the weekly teacher Sessions are the teacher version of the Handbook and the PLC Coordinator version of the Handbook.
- Both versions are written to provide information to guide the eleven weekly PLC Sessions that are linked directly to the teaching of literacy.
- The PLC coordinator version of the Handbook have prompts for leading the PLC Session.
- The teacher version of the Handbook contains activities for teachers and guidance for what they will do during the Session.
- The times suggested for the activities in the various sections of the Sessions are a guide only and can be reviewed as appropriate.
- The extension activities may be completed outside the PLC Session individually or in groups.
- The weekly PLC Sessions are of 60-minute duration although schools may extend this duration to enable teachers to complete the extension activities in specific sessions together.

PLC Session 1: Relevant Pedagogies that can Support the Delivery of the Basic School Curriculum

<p><i>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</i></p>	<p><i>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</i></p>	<p><i>Time in session</i></p>
<p>1. Introduction</p>	<p>1.1 Start the PLC by asking teachers to share what they did in the classroom or elsewhere based on the PLC sessions in Handbook 1, on the National Teachers Standards, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did in the classroom or elsewhere by way of application of what they learned in the sessions in PLC Handbook 1, supported learning.</p>	<p>1.1 Share what you did differently based on the PLC sessions in Handbook 1, on the National Teachers Standards, which they think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did in the classroom or elsewhere by way of application of what they learned in the sessions in PLC Handbook 1, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment activities, making links with the Pre-Tertiary</p>	<p>2.1 Introduce the session by asking a teacher to read and explain the purpose of the session, the learning outcome (LO) and the learning indicators (LIs).</p>	<p>2.1 Read and explain the purpose of the session, the learning outcome (LO) and the learning indicators (LIs).</p>	<p>10 mins</p>

<p>(standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: The main purpose of this session is to help teachers understand and demonstrate the use of relevant pedagogies that can support the delivery of the basic school curriculum. Pedagogy enables learners to get a thorough understanding of subjects in the curriculum and helps them in applying those learning experiences in their daily lives. It gives teachers insight into best practices in a classroom setting. It allows teachers to understand how different learners learn so they can tailor their lessons to suit their learning needs.</p> <p>LO: Demonstrate knowledge, understanding and application of the relevant pedagogies that can support the delivery of the basic school curriculum (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i).</p> <p>LI 1 Mention and explain at least five pedagogies that can support the delivery of the basic school curriculum. LI 2 Describe how you will apply relevant pedagogies to support the delivery of the basic school curriculum.</p> <p>2.2 Ask teachers to mention and explain at least five pedagogies that can be used to teach their subject areas</p>	<p>Purpose: The main purpose of this session is to help teachers understand and demonstrate the use of relevant pedagogies that can support the delivery of the basic school curriculum. Pedagogy enables learners to get a thorough understanding of subjects in the curriculum and helps them in applying those learning experiences in their daily lives. It gives teachers insight into best practices in a classroom setting. It allows teachers to understand how different learners learn so they can tailor their lessons to suit their learning needs.</p> <p>LO: Demonstrate knowledge, understanding and application of the relevant pedagogies that can support the delivery of the basic school curriculum (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i).</p> <p>LI 1 Mention and explain at least five pedagogies that can support the delivery of the basic school curriculum. LI 2 Describe how you will apply relevant pedagogies to support the delivery of the basic school curriculum.</p> <p>2.2 Mention and explain at least five pedagogies that can be used to teach your subject areas (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i).</p>	
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	<p>(NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). <i>E.g.</i></p> <ul style="list-style-type: none"> a) <i>Constructivist approach: Learners create their own understanding of learning through everyday experience</i> b) <i>Collaborative approach: Learners working together to gain greater understanding of the information they have</i> c) <i>Reflective approach: It encourages deep thinking by focusing on what teachers and learners are practicing in the classroom.</i> d) <i>Integrative approach: Learners bring together prior knowledge and experiences to support new knowledge and experiences</i> e) <i>Inquiry approach: Encourages learners to engage in exploration, investigation, research and study, etc.</i> <p>2.3 Ask teachers to describe how they will apply the pedagogies mentioned in Activity 2.2 to support the delivery of the basic school curriculum (NTS 1a, 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). <i>E.g.</i></p> <ul style="list-style-type: none"> a) <i>Constructivist approach: Using project-based learning technique, presentations (individual/group),</i> 	<p><i>E.g.</i></p> <p><i>Constructivist approach: learners create their own understanding of learning through everyday experience</i></p> <p>2.3 Describe how you will apply the pedagogies you mentioned in Activity 2.2 to support the delivery of the basic school curriculum (NTS 1a, 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i) <i>E.g.</i></p> <p><i>Constructivist approach: Using project-based learning technique, presentations (individual/group),</i></p>	
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	<p><i>class discussion and quizzes</i></p> <p><i>b) Collaborative approach: Getting mixed ability groups to complete tasks</i></p> <p><i>c) Reflective approach:</i></p> <p><i>d) Reflecting on one's lessons on a regular basis to improve teaching and learning using data gathered in the reflection.</i></p> <p><i>e) Integrative approach: Using project-based learning and field trips</i></p> <p><i>f) Inquiry approach: Using observations, field trips, experimentation, etc.</i></p> <p>2.4 Ask teachers to discuss samples of their lesson plans and indicate two aspects that are linked to relevant pedagogies that can support the delivery of the basic school curriculum. (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i)</p>	<p><i>class discussion and quizzes</i></p> <p>2.4 Discuss samples of your lesson plans and indicate two aspects that are linked to relevant pedagogies that can support the delivery of the basic school curriculum (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i)</p>	
	<p><i>Refer to Appendix 1.1 for a sample lesson plan in Our World Our People for KG1 and Appendix 1.2 for sample lesson plan for B7 in Social Studies</i></p> <p>2.5 Ask teachers to indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning (NTS 3k, 3i, 3m, and 3n).</p>	<p><i>Refer to Appendix 1.1 for a sample lesson plan in Our World Our People for KG1 and Appendix 1.2 for sample lesson plan for B7 in Social Studies</i></p> <p>2.5 Indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning (NTS 3k, 3i, 3m, and 3n).</p>	10mins
3. Modelling a teaching activity, making links with the Pre-Tertiary	3.1 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their colleagues taking into	3.1 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking into consideration GESI,	15 mins

<p>(Standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>consideration GESI, SEL, ICT and 21st century skills (NTS 2c, 2d, 2e, 3a, 3g and 3j).</p> <p>3.2 Ask teachers to provide feedback on the modelled activity of the lesson (NTS 1a, 3i).</p>	<p>SEL, ICT and 21st century skills (NTS 2c, 2d, 2e, 3a, 3g and 3j).</p> <p>3.2 Provide feedback on the modelled activity of the lesson (NTS 1a, 3i).</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually and write what they have learned in the session and share with the larger group (NTS 1a, 1b).</p> <p>4.2 Remind teachers, where appropriate, to identify a colleague to observe them while they teach their lessons in relation to PLC Session one and provide feedback to them (NTS 3i).</p> <p>4.3 Remind teachers to read Session 2 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually and write what you have learned in the session and share with the larger group (NTS 1a, 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session one and provide feedback to you (NTS 3i).</p> <p>4.3 Read Session 2 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>

APPENDIX 1.1

Basic Daily Learning Plan

KG ONE WEEK 1

Name of School: XEXES KG

<p>Date:</p> <p>Day: Monday</p> <p>Class: KG 1</p>		<p>Strand: All about me</p> <p>Sub Strand: I am a wonderful and unique creation</p>
<p>Content Standard: K1.1.1.1 : Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.</p>		<p>Indicators: K1.1.1.1.1 ; K1.1.1.1.3</p> <p>Performance Indicator: Learners can identify and talk about the different parts of the body</p>
<p>Core Competence: Communication and collaboration, Critical thinking and problem solving skills</p>		
<p>KEY WORDS: Body, parts</p>		
PHASE/DURATION	LEARNERS' ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Engage learners to sing songs and recite some familiar rhymes relevant to the topic.</p> <p>My head My shoulders My knees and toes They all belong to God } 3x</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Learners pronounce the key words in the lesson</p> <p>Learners in mixed ability groups use "pass a ball" game, in which they pass a ball to their friends. Learners take turns to use positive language to describe and appreciate themselves.</p> <p>Learners talk about themselves focusing on the uniqueness of their names, the homes they come from, their physical bodies, how tall or short, big or small.</p> <p>Use the following questions to guide the learners who cannot talk fluently. E.g., What is your name? Age? Gender? Height?</p>	<p>Ball</p>

	<p><i>What are your likes and dislikes? etc.</i></p> <p><i>The teacher models the description and scaffolds the learners to do so.</i></p> <p><i>Learners talk about the front/cover and the back page of a book and make connections to their own body.</i></p> <p><i>Guide learners do a picture walk through the text; point to the pictures and let the learners tell stories about the pictures.</i></p> <p><i>Project the pictures or show pictures on phone, laptop to the class and read the text aloud.</i></p> <p><i>Help learners learn more positive words to describe themselves e.g. tall, dark, short etc.</i></p> <p><i>Repeat the text read and pay attention to struggling learners to get the correct names of the parts of the body.</i></p> <p><i>Make a choice to use any of the learning centres created.</i></p> <p><i>Learners watch the big book and share stories on body parts</i></p> <p><i>Assessment</i> <i>Learners identify at least 5 parts of the human body</i></p>	<p><i>Poster/cut out picture depicting body parts, word cards of descriptive words, Cut out shapes, big books, counters, crayons</i></p>
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PLC Session 2: The Concept of Teaching at the Right Level Using Differentiation

<p><i>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</i></p>	<p><i>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</i></p>	<p><i>Time in session</i></p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently based on PLC Session 1 of Handbook 2, on relevant pedagogies that can support the delivery of the basic school curriculum, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by way application of the concept learned in Session 1 of Handbook 2, relevant pedagogies that can support the delivery of the basic school curriculum, supported learning.</p>	<p>1.1 Share what you did differently based on PLC Session 1 of Handbook 2, relevant pedagogies that can support the delivery of the basic school curriculum, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by way application of the concept learned in Session 1 of Handbook 2, relevant pedagogies that can support the delivery of the basic school curriculum, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment</p>	<p>2.1 Introduce the session by asking one teacher to read and explain the purpose,</p>	<p>2.1 Read and explain the purpose of the session, learning outcome (LO) and learning indicators (LIs).</p>	<p>10 mins</p>

<p>activities, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>learning outcome (LO) and learning indicators (LIs).</p> <p>Purpose: The purpose of this session is to help teachers in basic schools to enhance their skills in applying differentiation in their teaching to improve learning outcomes by teaching learners using the teaching at the right level approach.</p> <p>Teaching at the Right Level: The teaching at the right level approach is an approach which enables teachers to teach learners according to their learning needs rather than their ages or grade levels. This approach empahsises that the pace at which children learn can differ from child to child and can be influenced by their environment (Pratham, 2019). In their video on teaching at the right level, Pratham (which is a non-governmental organisation in India) claims that “all over the world a growing belief is that if you open a school the children will learn (successfully). But children are not studying, for example in India 97% are enrolled in schools but 50% of children cannot read paragraphs for 2nd graders”. This suggests that children do not necessarily develop at the same pace even if they are at the same age or grade therefore teachers should identify individual learning needs and address them. The organisation has used the teaching at the right level approach to support several primary school learners to</p>	<p>Purpose: The purpose of this session is to help teachers in basic schools to enhance their skills in applying differentiation in their teaching to improve learning outcomes by teaching learners using the teaching at the right level approach.</p> <p>Teaching at the Right Level: The teaching at the right level approach is an approach which enables teachers to teach learners according to their learning needs rather than their ages or grade levels. This approach empahsises that the pace at which children learn can differ from child to child and can be influenced by their environment (Pratham, 2019). In their video on teaching at the right level, Pratham (which is a non-governmental organisation in India) claims that “all over the world a growing belief is that if you open a school the children will learn (successfully). But children are not studying, for example in India 97% are enrolled in schools but 50% of children cannot read paragraphs for 2nd graders”. This suggests that children do not necessarily develop at the same pace even if they are at the same age or grade therefore teachers should identify individual learning needs and address them. The organisation has used the teaching at the right level approach to support several primary school learners to</p>	
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	<p>develop reading and numeracy skills (https://www.pratham.org)</p> <p>LO: Demonstrate understanding of planning for multi-level lessons using differentiation (NTS 3a, 3g).</p> <p>LI 1 Examine ways of planning multi-level lessons. LI 2 Give examples of strategies for teaching and assessing multi-level lessons in literacy.</p> <p>2.2 Ask teachers in groups to analyse at least two (2) ways of planning multi-level lessons (differentiation) (NTS 3g). <i>E.g.</i></p> <p>a) <i>Pre-assessment: Before planning a lesson, it is important to assess the prior knowledge and skills of the learners. It is important to assess learners' strengths, weaknesses, interests and readiness level. Understanding what learners already know, will help teachers to tailor their lessons to meet learner's individual needs</i></p> <p>b) <i>Identify learning outcomes: Determine the learning outcomes for the lesson, and then consider how you can modify or scaffold for</i></p>	<p>develop reading and numeracy skills (https://www.pratham.org)</p> <p>LO: Demonstrate understanding of planning for multi-level lessons using differentiation (NTS 3a, 3g).</p> <p>LI 1 Examine ways of planning multi-level lessons. LI 2 Give examples of strategies for teaching and assessing multi-level lessons in literacy.</p> <p>2.2 In groups analyse at least two (2) ways of planning multi-level lessons (differentiation) (NTS 3g). <i>E.g.</i></p> <p><i>Pre-assessment: Before planning a lesson, it is important to assess the prior knowledge and skills of the learners. It is important to assess learners' strengths, weaknesses, interests and readiness level. Understanding what learners already know, will help teachers to tailor their lessons to meet learner's individual needs, etc.</i></p>	
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	<p><i>learners with different learning needs</i></p> <p><i>c) Use a variety of teaching strategies: Differentiated teaching involves using a variety of teaching strategies to meet the needs of all learners</i></p> <p><i>d) Flexible grouping: Teachers can group learners based on their skill level or learning style. Grouping can be done in various ways, such as homogenous grouping (learners with similar skills) or heterogeneous grouping (learners with different skills) to create opportunities for learners to work</i></p> <p><i>e) Technology integration: Technology can be used to provide differentiated teaching, such as adaptive learning software, digital simulations, and online resources. Technology can also provide immediate feedback, allowing learners to self-assess and adjust their learning as needed</i></p> <p><i>f) Provide options for assessment: When assessing learners'</i></p>		
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	<p><i>learning, provide options that allow for different modes of expression and demonstration of knowledge</i></p> <p><i>g) Provide on-going feedback: This helps learners to monitor their own learning and progress. It includes feedback on homework or classwork for learners to reflect on their own learning and set goals for improvement, etc.</i></p> <p>2.3 Ask teachers to think, pair and share at least two (2) examples of teaching and assessing multi-level lessons in literacy (NTS 3k, 3l and 3m). E.g.</p> <p><i>a) Reading comprehension: When teaching reading comprehension, teachers can differentiate the lesson by providing different texts at different reading levels. To assess learning, teachers can use a variety of strategies such as question and answer, summarizing the main idea and making predictions</i></p> <p><i>b) Vocabulary: To teach vocabulary, provide different levels of</i></p>	<p>2.3 Use think-pair-share to give at least two (2) assessment techniques that can be used to teach science using literacy (NTS 3k, 3l and 3m). E.g.</p> <p><i>Reading comprehension: When teaching reading comprehension, teachers can differentiate the lesson by providing different texts at different reading levels. To assess learning, teachers can use a variety of strategies such as question and answer, summarizing the main idea and making predictions, etc.</i></p>	
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	<p><i>words based on learners' prior knowledge and grade level. To assess learning, have learners use the words in a sentence, create a story using the words or match the words with their meanings</i></p> <p><i>c) Writing: To teach writing, provide different writing prompts or assignments based on learners' interest and readiness levels. To assess learning, use rubrics to evaluate different writing skills such as organization, coherence, grammar and mechanics</i></p> <p><i>d) Phonics: When teaching phonics, differentiate the lesson by providing different activities or exercises based on learners' phonemic awareness and decoding skills. To assess learning, have learners identify or spell words with specific sound patterns, etc.</i></p>		
	<p><i>Refer to Appendix 2.1 for a sample lesson plan in science for B5 (for KG-B6 teachers) and Appendix 2.2 for a sample lesson plan in science for B7 (for B7-B9 teachers).</i></p>	<p><i>Refer to Appendix 2.1 for a sample lesson plan in science for B5 (for KG-B6 teachers) and Appendix 2.2 for a sample lesson plan in science for B7 (for B7-B9 teachers).</i></p>	<p>10 mins</p>

	<p>2.5 Ask teachers to indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3k, 3l and 3m).</p> <p><i>E.g.</i></p> <p>a) <i>Assessment as learning:</i></p> <ul style="list-style-type: none"> i. <i>Learners use the indicators of the lesson to assess their own work</i> ii. <i>Learners in groups discuss the functions of the organelles in the animal cell</i> iii. <i>Learners reflect individually, write and share what they have learned</i> <p>b) <i>Assessment for learning</i></p> <ul style="list-style-type: none"> i. <i>learners revise previous lesson</i> ii. <i>learners identify the structure of animal cell</i> <p>c) <i>Assessment of learning</i></p> <ul style="list-style-type: none"> i. <i>Learners write the correct part to label the animal cell.</i> ii. <i>Learners draw a well labelled diagram of an animal cell.</i> iii. <i>Learners develop a model to represent an animal cell using cardboards.</i> 	<p>2.5 Indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3k, 3l and 3m).</p> <p><i>E.g.</i></p> <p><i>Learners use the indicators of the lesson to assess their own work.</i></p>	
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based)</p>	<p>3.1 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their colleagues taking into consideration GESI, SEL, ICT</p>	<p>3.1 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 2e, 3a and 3c).</p>	<p>15mins</p>

<p>Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>and 21st century skills (NTS 2e, 3a and 3c). <i>E.g.</i> a) <i>Putting learners into groups to write their observations on a science experiment on physical and chemical changes</i> b) <i>Showing a video on physical and chemical changes and getting learners to give some examples of each type of change</i> c) <i>Caring for differentiated learners</i> d) <i>Asking questions based on an science experiment and getting learners to answer them, etc.</i></p> <p>3.2 Ask teachers to provide feedback on the modelled lesson.</p>	<p><i>E.g.</i> <i>Putting learners into groups to write their observations on a science experiment on physical and chemical changes</i></p> <p>3.2 Provide feedback on the modelled lesson.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually, write and share what they have learned in the session with the larger group (NTS 1a, 1b).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 2 and provide feedback to them (NTS 3l).</p> <p>4.3 Remind teachers to read Session 3 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually, write and share what you have learned in the session with the larger group (NTS 1a, 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session 2 and provide feedback to you (NTS 3l).</p> <p>4.3 Read Session 3 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>

APPENDIX 2.1

Daily Learning Plan

Name of School: Japadu D/A Primary

Date: 12/04/2023		Strand: <i>Diversity of matter</i>
Day: <i>Wednesday</i>		Sub-Strand: <i>Materials</i>
Class: <i>B 5</i>		
Content Standard: <i>B5.1.2.2 Know that substances can exist in different physical state (solid, liquid, gas). Many substances can be changed from one state to another by heating or cooling</i>		Indicator(s): <i>B5.1.2.2.1 Know that some changes are reversible while others cannot be reversed.</i>
		Performance Indicator: <i>Learners can identify changes that are reversible and ones that are not reversible.</i>
Core Competencies: <i>critical thinking and problem-solving, communication and collaboration, digital literacy</i>		
KEY WORDS: <i>reversible, irreversible</i>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p><i>i. Learners answer questions to revise previous lesson on change of state of matter.</i></p> <p><i>ii. Learners listen and write learning indicators of the lesson as shared by the teacher.</i></p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p><i>i. Learners learn keywords using drills</i></p> <p><i>ii. Learners in mixed ability groups undertake the following activities using the resources given to them: (Melting of the candle wax, melting the shea butter, crumpling of paper, burning of paper and burning of wood)</i></p> <p><i>iii. Learners in their groups write their observations and present the findings to the whole class</i></p> <p><i>iv. Learners classify the activities as (1) lead to the formation of a new thing, (2) no new thing formed.</i></p> <p><i>v. Learners through PowerPoint presentation understand that changes where no new substance (physical change) is</i></p>	<p><i>candle wax, shea butter, water, paper, source of heat, wood</i></p> <p><i>laptop, projector, PowerPoint slides</i></p>

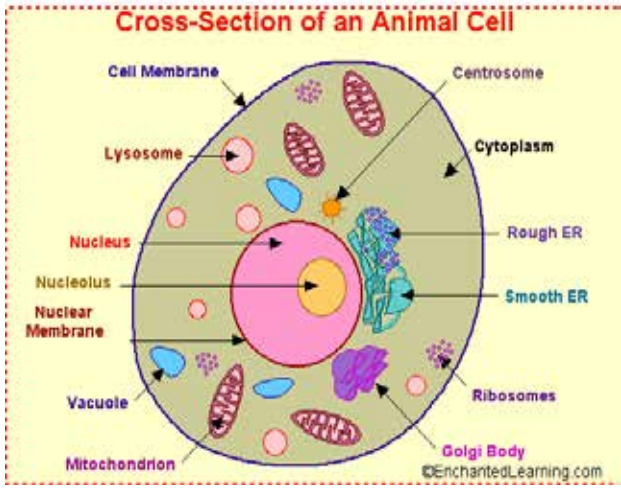
	<p><i>formed is reversible, where new substance (chemical) is formed is irreversible.</i></p> <p><i>vii. Learners come out with different examples of changes that are reversible or irreversible.</i></p> <p><i>Reversible: boiling of water</i></p> <p><i>Irreversible: burning of wood</i></p> <p><i>Assessment:</i></p> <p><i>Level 1</i></p> <p><i>Group the following changes under reversible and irreversible change: boiling of egg, chewing of bread, melting of ice, burning of wood, fermentation.</i></p> <p><i>Level 2</i></p> <p><i>Which of the following changes are reversible and irreversible and give reasons. boiling of egg, chewing of bread, melting of ice, burning of wood, fermentation.</i></p> <p><i>Level 3</i></p> <p><i>Suggest any three changes each for reversible and irreversible and give reasons.</i></p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Learners individually reflect, write and share what they have learned in the lesson with the class.</i></p>	

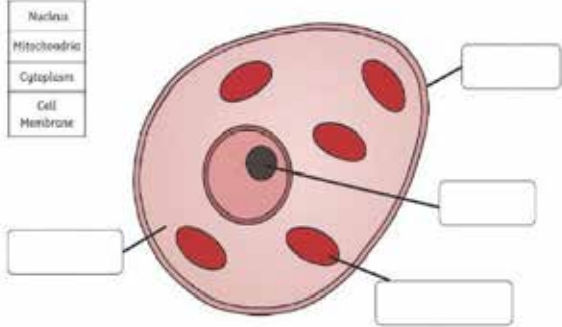
APPENDIX 2.2

Basic Daily Learning Plan

Basic Seven – Week 4

Name of School: Ohwimase D/A JHS

Date: 12/04/2023		Strand: <i>Diversity of Matter</i>
Day: <i>Wednesday</i>		Sub-Strand: <i>Living Cells</i>
Class: <i>B 7</i>		
Content Standard: <i>B7.1.2.1 Demonstrate understanding of the structure of organisms and functions of cells in living systems</i>		Indicators: <i>B7.1.2.1.1 Describe the structure and function of living cells of an animal</i>
		Performance Indicator: <i>Learners can describe the structure and function of animal cells</i>
Core competencies: <i>communication and collaboration, digital literacy, critical thinking and problem solving</i>		
Key words: <i>nucleus, membrane, vacuole, mitochondrion</i>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p><i>i. Revise the previous lesson with learners through question-and-answer method.</i></p> <p><i>ii. Share the performance indicators and introduce the lesson.</i></p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p><i>i. Learners learn keywords using drills</i></p> <p><i>ii. Learners keenly observe, identify and describe the structure of an animal cell as seen in the picture.</i></p>  <p><i>iii. Learners in groups discuss the function of each organelle in the animal cell and present to the whole class.</i></p>	<i>Picture of animal cell</i>

	<p><i>Example: The nuclear membrane controls the movement of substances in and out of the nucleus.</i></p> <p><i>iv. Learners in groups observe blood slide on the microscope and draw the conclusion that animals are made up of cells.</i></p> <p>Assessment Level 1 <i>Write the correct part to label the animal cell</i></p> <p style="text-align: center;">Animal Cell Diagram</p>  <p>Level 2 <i>Draw a well labelled diagram of an animal cell.</i></p> <p>Level 3 <i>Develop a model to represent an animal cell using cardboards.</i></p>	<p><i>Microscope, blood slide</i></p>
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>i. Use peer discussion and effective questioning to find out from learners what they have learned during the lesson.</i></p> <p><i>ii. Ask learners how the lesson will benefit them in their daily lives.</i></p> <p><i>iii. Take feedback from learners and summarize the lesson.</i></p>	

PLC Session 3: The Concept and Importance of Literacy Across the Curriculum

<p><i>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</i></p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC Session 2, on the concept of teaching at the right level using differentiation, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by way of application of what they learned in Session 2, on the concept of teaching at the right level using differentiation, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC Session 2, on the concept of teaching at the right level using differentiation, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by way of application of what you learned in Session 2, on the concept of teaching at the right level using differentiation, supported learning.</p>	<p>20 mins</p>
<p>2. Planning for teaching, learning and assessment activities, making links with the Pre-Tertiary</p>	<p>2.1 Ask a teacher to read the Purpose, Learning Outcome (LO) and the Learning Indicators (LIs).</p>	<p>2.1 Read the Purpose, Learning Outcome (LO) and the Learning Indicators (LIs).</p>	<p>10 mins</p>

<p>(standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: The purpose of the session is to discuss the concept and importance of literacy across the curriculum.</p> <p>LO: Demonstrate knowledge, understanding and application of the concept and importance of literacy across the curriculum. (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i).</p> <p>LI 1 Explain the concept of literacy across the curriculum.</p> <p>LI 2 Discuss at least three benefits of literacy across the curriculum.</p> <p>2.2 Ask teachers in pairs to explain to their partners and share with the larger group the concept of literacy across the curriculum (NTS 2d, 3i).</p> <p><i>E.g.</i></p> <p>a) <i>Literacy is the ability to use and manipulate language in all of its forms - listening, speaking, reading and writing. Learning literacy skills gives learners access to some very important modes of learning and using those skills constructively and consistently in the context of learning improves learning. Poor literacy skills act as a barrier to learning and as a consequence, learners may seek to</i></p>	<p>Purpose: The purpose of the session is to discuss the concept and importance of literacy across the curriculum.</p> <p>LO: Demonstrate knowledge, understanding and application of the concept and importance of literacy across the curriculum. (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i).</p> <p>LI 1 Explain the concept of literacy across the curriculum.</p> <p>LI 2 Discuss at least three importance of literacy across the curriculum.</p> <p>2.2 In pairs explain to your partner and share with the larger group the concept of literacy across the curriculum (NTS 2d, 3i).</p> <p><i>E.g.</i></p> <p><i>Literacy is the ability to use and manipulate language in all of its forms - listening, speaking, reading and writing. Learning literacy skills gives learners access to some very important modes of learning and using those skills constructively and consistently in the context of learning. Poor literacy skills act as a barrier to learning and as a consequence, learners may seek to avoid exercising them. It</i></p>	
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	<p><i>avoid exercising them. It is clear that all teachers must share the responsibility of developing learners' literacy skills hence the need to teach literacy across the curriculum. Literacy across the curriculum means making sense of the languages, texts, and literacy practices of a learning area or discipline</i></p> <p><i>b) According to Higgins (2012), "literacy across the curriculum means that students are learning literacy skills while learning the content areas like mathematics, science, etc."</i></p> <p>2.3 Ask teachers to discuss at least three benefits of literacy across the curriculum (NTS 1b, 2c, 2d, 2e, 2f, 3f and 3g).</p> <p><i>E.g.</i></p> <p><i>a) It reinforces the learning process. The more fluent learners become, the more they are able to contribute meaningfully to the learning process</i></p> <p><i>b) It enhances learners' academic success. Learners' academic success to a large extent depends on how proficiently they are able to make use of the four language</i></p>	<p><i>is clear that all teachers must share the responsibility of developing learners' literacy skills hence the need to teach literacy across the curriculum, etc.</i></p> <p>2.3 Discuss at least three benefits of literacy across the curriculum (NTS 1b, 2c, 2d, 2e, 2f, 3f and 3g).</p> <p><i>E.g.</i></p> <p><i>It reinforces the learning process. The more fluent learners become, the more they are able to contribute meaningfully to the learning process, etc.</i></p>	
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	<p><i>skills - listening, speaking, reading and writing. A learner who is proficient in all the four skills is able to go through their education with ease</i></p> <p><i>c) Good literacy skills help learners to confidently participate in class discussions. Learners are motivated to contribute in class discussions when they can speak fluently</i></p> <p><i>d) It enhances greater life opportunities. When learners are able to succeed in their education, the floodgates of opportunities are always open to them</i></p> <p><i>e) Literacy helps to equip learners to develop transferable skills (critical thinking, collaboration, observation and enquiry skill, digital literacy, etc) through communication</i></p> <p><i>f) It helps learners to interpret and compose texts across different disciplines. Since one aim of literacy across the curriculum is to expose learners to the appropriate registers in various disciplines, they are</i></p>		
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	<i>placed in a better position to compose and interpret texts from these disciplines, etc.</i>		
	<p><i>Refer to Appendix 3.1 for a sample lesson plan in OWOP Basic 5 and Appendix 3.2 for a sample lesson plan in social studies Basic 7</i></p> <p>2.5 Ask teachers to indicate how the lesson will be taught and assessed using appropriate assessment methods (NTS 3k, 3l, 3m and 3p). <i>E.g.</i></p> <p><i>a) Assessment as learning</i></p> <p><i>i. learners reflect on what they have learned</i></p> <p><i>ii. Sharing of performance indicators with learners</i></p> <p><i>iii. Learners answering questions they have posed about ways they are unique and different from one another</i></p> <p><i>b) Assessment for learning</i></p> <p><i>i. A teacher verifying whether learners are able to indicate what they can do to protect their body and providing immediate feedback</i></p> <p><i>ii. Teacher asking learners to discuss the need to protect the uniqueness of their body</i></p>	<p><i>Refer to Appendix 3.1 for a sample lesson plan in OWOP Basic 5 and Appendix 3.2 for a sample lesson plan in social studies Basic 7</i></p> <p>2.5 Indicate how the lesson will be taught and assessed using appropriate assessment methods (NTS 3k, 3l, 3m and 3p). <i>E.g.</i></p> <p><i>Learners answering questions they have posed about ways they are unique and different from one another, etc.</i></p>	10mins

	<p>c) <i>Assessment of learning</i></p> <p>i. <i>Teacher asking learners what they have learned today with the view to recording and grading their responses</i></p> <p>ii. <i>Teacher asking learners to state at least three ways we destroy the uniqueness of the body in a class test, etc.</i></p>		
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask teachers to identify in the sample lesson plan, activities that could promote GESI and SEL responsiveness (NTS 3e, 3f and 3g).</p> <p><i>E.g.</i></p> <p>a) <i>Learners went on the field trip in mix gender and heterogenous groups</i></p> <p>b) <i>Teacher could use mixed gender groups during the activities on key words (where possible) to encourage collaboration between males and females including SEN learners</i></p> <p>c) <i>Teacher could provide one-on-one support to learners who struggled with the report writing</i></p> <p>d) <i>Differentiated activities, etc.</i></p> <p>3.2 Ask teachers to recommend other assessment strategies that could aid in the development of literacy skills in learners who</p>	<p>3.1 Identify activities that could promote GESI and SEL responsiveness (NTS 3e, 3f and 3g).</p> <p><i>E.g.</i></p> <p><i>Learners went on the field trip in mix gender and heterogenous groups</i></p> <p>3.2 Recommend assessment strategies in the lesson plan subjects that could aid in the development of literacy skills in learners who struggle with</p>	<p>15 mins</p>

	<p>struggle with reading and writing (NTS 1a, 2e, 3m and 3f). <i>E.g.</i></p> <ul style="list-style-type: none"> a) Peer reading b) Listening comprehension c) Role-play d) Debate e) Dramatization f) Presentation, <u>etc.</u> <p>3.3 Ask teachers to show how ICT can be used in assessing social studies and OWOP learners orally and in writing (NTS 3j). <i>E.g.</i></p> <ul style="list-style-type: none"> a) Watching YouTube/Pre-recorded videos and podcast on environmental issues b) Giving learners assignments to be presented in PowerPoint c) Giving learners projects to search online for information d) Using Google forms to quiz learners, etc. <p>3.4 Ask a teacher to model a teaching activity based on the sample lesson plan that can support learners who struggle with reading and writing (Level 1) for feedback from their colleagues (NTS 1a, 2c).</p>	<p>reading and writing (NTS 1a, 2e, 3m and 3f). <i>E.g.</i></p> <p>Peer reading, etc.</p> <p>3.3 Show how ICT can be used in assessing social studies and OWOP learners orally and in writing (NTS 3j). <i>E.g.</i></p> <p>Watching YouTube/Pre-recorded videos and podcast on environmental issues, etc.</p> <p>3.4 Ask a teacher to model a teaching activity based on the sample lesson plan that can support learners who struggle with reading and writing (Level 1) for feedback from their colleagues (NTS 1a, 2c).</p>	
4. Evaluation and review of session:	4.1 Ask teachers in groups to reflect, write and share what they have learned with the larger group with regard to the concept and benefits	4.1 Reflect, write and share what you have learned with the larger group with regard to the concept and benefits	5 mins

<p>✓ Noting that teachers need to identify critical friends to observe lessons and report at next session</p>	<p>of literacy across the curriculum (NTS 1a, 1b).</p> <p>4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to PLC Session 3 and provide written feedback at the next PLC session (NTS 3n, 3o).</p> <p>4.3 Remind teachers to read PLC Session 4 in preparation for the next week's session (NTS 3a).</p>	<p>of literacy across the curriculum (NTS 1a, 1b).</p> <p>4.2 Where possible, identify a critical friend to observe your lesson in relation to PLC Session 3 and provide written feedback at the next PLC session (NTS 3n, 3o).</p> <p>4.3 Read PLC Session 4 in preparation for the next week's session (NTS 3a).</p>	
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APPENDIX 3.1

A sample learning plan for teaching OWOP to learners who are struggling with reading and writing

Name of School: Ankwansu M/A Basic School

<p><i>Date: 20/03/2023</i></p> <p><i>Day: Tuesday</i></p> <p><i>Class: B 4</i></p> <p><i>REFERENCE: MOE (2019) OWOP Curriculum for Basic 4-6, p. 2</i></p>		<p><i>Strand: All about us</i></p> <p><i>Sub-Strand: Nature of God</i></p>
<p><i>Content Standard: B4.1.1.1 Demonstrate understanding of the nature of God as the creator of human beings</i></p>		<p><i>Indicator(s): B4.1.1.1.1 Explain how special each individual is</i></p> <p><i>Performance Indicator: Learners can explain how special each individual is</i></p>
<p><i>Core Competencies: communication and collaboration, creativity and innovation, critical thinking and problem solving</i></p>		
<p><i>KEY WORDS: characteristics, uniqueness, qualities, rational, complexion</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</i></p>	<p><i>Learners sing a familiar song “head, shoulders, knees and toes...” or “God made me, I am wonderfully made...”</i></p> <p><i>Introduce the lesson by sharing the performance indicator with learners</i></p>	
<p><i>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</i></p>	<p><i>In pairs/groups guide learners to go through the key words on the board emphasizing pronunciation, meaning and spelling</i></p> <p><i>Learners write simple sentences with the key words and share them with the larger class</i></p> <p><i>Learners in groups (mix-gender) discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, dark in complexion, etc.</i></p> <p><i>Learners demonstrate the uniqueness of each individual</i></p>	

	<p><i>E.g.,</i></p> <p><i>i. My name is Esi. I am black and beautiful. There is no one like me. I am special for who I am, how I look and where I live. I am proud to be a Ghanaian. I like playing football</i></p> <p><i>Use pictures/video clip to demonstrate some ways by which the uniqueness of the body can be altered: bleaching, accident, tattooing, piercing, poor personal hygiene, drug/substance abuse etc. can alter the uniqueness</i></p> <p><i>Learners discuss ways of caring for the body</i></p> <p><i>Level 1</i> <i>Ask learners to draw two people that are unique and different from each other based on their height and colour</i></p> <p><i>Level 2</i> <i>Ask learners to write at least three ways in which they are unique and different from one another</i></p> <p><i>Level 3</i> <i>Ask learners to write about themselves and show how unique and different they are from one another</i></p> <p><i>Learners in groups (heterogeneous) discuss how they can use their God-given unique qualities: to serve God and human beings, protect and preserve the environment, live together in harmony and contribute to development</i></p> <p>Assessment: <i>Learners draw or discuss how unique and different they are from their friends</i></p>	<p><i>Laptop, phones, projector</i></p>
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Use peer discussion and effective questioning to find out from learners what they have learned.</i></p>	

APPENDIX 3.2

A sample lesson plan for teaching social studies to learners who are struggling with reading and writing:

Name of School: Obodan M/A Basic School

<p><i>Date: 20/03/2023</i></p> <p><i>Day: Tuesday</i></p> <p><i>Class: B 7</i></p> <p><i>REFERENCE: MOE (2021) Social Studies Curriculum for Basic 7-9, pp. 2-3</i></p>		<p><i>Strand: Environment</i></p> <p><i>Sub-Strand: Environmental Issues</i></p>
<p><i>Content Standard: B7.1.1.1 Demonstrate skills in dealing with environmental challenges</i></p>		<p><i>Indicator: B7.1.1.1.1 Examine ways of dealing with sanitation challenges in the environment</i></p> <p><i>Performance Indicator: Learners can examine ways of dealing with sanitation challenges in the environment</i></p>
<p><i>Core Competencies: communication and collaboration, creativity and innovation, critical thinking and problem solving, personal development and leadership</i></p>		
<p><i>KEY WORDS: Environment, Issues, Indiscriminate, Vegetation cover</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</i></p>	<p><i>Using probing questions, review learners' knowledge on what they already know about environmental issues.</i></p> <p><i>Introduce the lesson by sharing the performance indicator with learners.</i></p>	

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p><i>In pairs/groups guide learners to go through the key words on the board emphasizing on pronunciation, meaning and spelling</i></p> <p><i>Learners write simple sentences with the key words and share them with the larger class</i></p> <p><i>Engage learners to discuss the physical and social environments and show how each affects the other.</i></p> <p><i>Physical – air, water, land, living organisms, etc.</i> <i>Social – cultural, religious, political, etc.</i></p> <p><i>Learners go out in groups (mix gender, heterogenous) to identify at least two environmental problems on the school compound and report their findings (orally, sketching and writing)</i></p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> <i>i. Indiscriminate disposal of waste</i> <i>ii. Poor drainage system</i> <i>iii. Improper disposal of solid waste</i> <i>iv. Stench from untreated sewage</i> <i>v. Indiscriminate cutting down of vegetation cover</i> <ul style="list-style-type: none"> <i>i. Level 1</i> <i>Ask learners to sketch what they observed during the field trip.</i> <i>ii. Level 2</i> <i>Ask learners to give an oral report of what they observed during the field trip.</i> <i>iii. Level 3</i> <i>Ask learners to write a written report of what they observed during the field trip.</i> <p><i>Show a short video (using phones, laptops, projector) on environmental problems</i></p> <p><i>Guide learners to discuss the effects of poor sanitation based on the field trip and the video watched.</i></p>	<p><i>laptop, projector, phones</i></p>
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	<p><i>E.g.</i></p> <ul style="list-style-type: none"> <i>i. Outbreak of diseases</i> <i>ii. Flooding</i> <i>iii. Air and water pollution</i> <i>iv. Land degradation</i> <i>v. Soil erosion</i> <p><i>Guide learners to discuss ways of managing sanitation problems.</i></p> <ul style="list-style-type: none"> <i>i. Providing dustbins at vantage points.</i> <i>ii. Recycling of solid wastes</i> <i>iii. Learners should be educated on the need to protect the environment</i> <i>iv. Desilting choked gutters</i> <i>v. Proper disposal of waste</i> <p>Assessment: <i>Learners sketch or discuss 2 ways of managing sanitation problems</i></p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Use peer discussion and effective questioning to find out from learners what they have learned.</i></p>	

PLC Session 4: Supporting the Teaching of Literacy at the Right Level in Mathematics

<p>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session.</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC Session 3, on the concept and importance of literacy across the basic school curriculum, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by way of application of what they learned in Session 3 on the concept and importance of literacy across the basic school curriculum, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC Session 3, on the concept and importance of literacy across the basic school curriculum, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by way of application of what you learned in Session 3 on the concept and importance of literacy across the basic school curriculum, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment activities,</p>	<p>2.1 Introduce the session by asking a teacher to read the Purpose, Learning Outcome (LO) and Learning Indicators (LIs).</p>	<p>2.1 Read the Purpose, Learning Outcomes (LO) and Learning Indicators (LIs) of the session.</p>	<p>10 mins</p>

<p>making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: This session aims to equip every teacher with the required knowledge of the concept and importance of creative pedagogies to support the teaching of literacy at the right level in mathematics.</p> <p>LO: Demonstrate knowledge, understanding and application of creative pedagogies to support the teaching of literacy at the right level in mathematics (NTS 2c, 3e and 3g).</p> <p>LI 1 Explain the concept of creative pedagogies in teaching literacy at the right level in mathematics. LI 2 Discuss at least three creative pedagogies in teaching literacy at the right level in mathematics.</p> <p>2.2 Ask teachers to use think-pair- share to explain the concept of creative pedagogies in teaching literacy at the right level in mathematics (NTS 2c, 3e and 3g). <i>E.g.</i> <i>Creative pedagogy involves imaginative and innovative arrangement of curricula and teaching strategies in the classroom to develop [learners'] creativity (Dezuanni & Jetnikoff, 2011). The goal of creative pedagogy is to transform the classroom</i></p>	<p>Purpose: This session aims to equip every teacher with the required knowledge of the concept and importance of creative pedagogies to support the teaching of literacy at the right level in mathematics.</p> <p>LO: Demonstrate knowledge, understanding and application of creative pedagogies to support the teaching of literacy at the right level in mathematics (NTS 2c, 3e and 3g).</p> <p>LI 1 Explain the concept of creative pedagogies in teaching literacy at the right level in mathematics. LI 2 Discuss at least three creative pedagogies in teaching literacy at the right level in mathematics.</p> <p>2.2 Think-pair-share to explain the concept of creative pedagogies in teaching literacy at the right level in mathematics (NTS 2c, 3e and 3g). <i>E.g.</i> <i>Creative pedagogy involves imaginative and innovative arrangement of curricula and teaching strategies in the classroom to develop [learners'] creativity (Dezuanni & Jetnikoff, 2011), etc.</i></p>	
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	<p><i>into a creative teaching process that would produce creative learners and much more efficient learners than those produced by traditional schools, etc.</i></p> <p>2.3 Ask teachers to use thought shower to discuss at least three creative pedagogies in teaching literacy at the right level in mathematics (NTS 2c, 3e and 3g).</p> <p><i>E.g.</i></p> <p>a) <i>Roleplay: In groups, learners create a market scene where selected range of goods are sold. Buyers have to know the prices, quickly calculate how much to pay in notes and coins and how much change they should receive from sellers. In a fun way, learners improve their speaking skills as they strengthen their skills in addition and subtraction</i></p> <p>b) <i>Games: After teaching shapes, learners in pairs play a game where one learner throws a 3-D shape to the partner. The one who catches the 3-D shape mentions the name of the shape, spells it and finally writes it on the board. This continues until all</i></p>	<p>2.3 Use thought shower to discuss at least three creative pedagogies in teaching literacy at the right level in mathematics (NTS 2c, 3e and 3g).</p> <p><i>E.g.</i></p> <p><i>Roleplay: In groups, learners create a market scene where selected range of goods are sold. Buyers have to know the prices, quickly calculate how much to pay in notes and coins and how much change they should receive from sellers. In a fun way, learners improve their speaking skills as they strengthen their skills in addition and subtraction, etc.</i></p>	
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	<p><i>learners take their turns. Learners unconsciously improve their speaking, spelling and writing skills as they learn mathematics</i></p> <p><i>c) Demonstration: In demonstrating addition on a number line drawn outside the classroom, learners skip count in threes on a number line as they mention the number, its name and spell it out. Learners unconsciously improve their speaking, spelling and writing skills as they learn mathematics</i></p> <p><i>d) Stories: In teaching subtraction in mathematics, the teacher presents learners with a story. Learners present the story in mathematical equation and solve them. E.g., Mr. Owusu Addo has six children, two of them have gained admission to the university. How many children have not gained admission?</i></p> <p><i>e) Group Activities: Learners in groups are assigned a task in algebraic expression</i></p>		
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	<p><i>at basic 7. For instance, $2x + 5y + 7 - 2y + 4x - 2$. Learners write step by step how they would solve this expression and present it to the class orally, etc.</i></p>		
	<p><i>Refer to Appendix 4.1 for a sample lesson plan in mathematics for B 3 (for KG – B 6 teachers) and Appendix 4.2 for a sample lesson plan in mathematics for B 7 (for B7 – B9 teachers).</i></p> <p>2.5 Ask teachers to indicate how the lesson will be taught and assessed using assessment as, assessment for and assessment of learning activities (NTS 3k, 3l, 3m and 3p). E.g.</p> <ul style="list-style-type: none"> a) <i>Assessment as learning</i> <ul style="list-style-type: none"> i. <i>learners reflect on what they have learned</i> ii. <i>Sharing of performance indicators with learners</i> b) <i>Assessment for learning</i> <ul style="list-style-type: none"> i. <i>Revision of previous lesson</i> ii. <i>Learners solve sample algebraic equations that involves addition and subtraction</i> c) <i>Assessment of learning</i> 	<p><i>Refer to Appendix 4.1 for a sample lesson plan in mathematics for B 3 (for KG – B 6 teachers) and Appendix 4.2 for a sample lesson plan in mathematics for B 7 (for B7 – B9 teachers).</i></p> <p>2.5 Indicate how the lesson will be taught and assessed using assessment as, assessment for and assessment of learning activities (NTS 3k, 3l, 3m and 3p). E.g.</p> <p><i>Learners solve sample algebraic equations that involves addition and subtraction</i></p>	<p>10mins</p>

	<p><i>i. Solve algebraic equations involving four variables</i></p> <p><i>ii. Learners translate given statements into algebraic equations and solve them</i></p>		
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask teachers to identify in the sample lesson plan, activities that could promote GESI and SEL responsiveness (NTS 3f). <i>E.g.</i></p> <p><i>a) Learners went on the field trip in mix gender and heterogenous groups</i></p> <p><i>b) Teacher could use mixed gender groups during the activities on key words (where possible) to encourage collaboration between males and females including SEN learners</i></p> <p><i>c) Teacher could provide one-to-one support to learners who struggled with the report writing</i></p> <p><i>d) Differentiated activities, etc.</i></p> <p>3.2 Ask teachers to recommend other assessment strategies that could aid in the development of literacy skills in learners who struggle with reading and writing (NTS 1a, 2e, 3f and 3m). <i>E.g.</i></p> <p><i>a) Active listening</i></p> <p><i>b) Role-play</i></p>	<p>3.1 Identify in the sample lesson plan, activities that could promote GESI and SEL responsiveness (NTS 3f). <i>E.g.</i> <i>Learners went on the field trip in mix gender and heterogenous groups</i></p> <p>3.2 Recommend other assessment strategies that could aid in the development of literacy skills in learners who struggle with reading and writing (NTS 1a, 2e, 3f and 3m). <i>E.g.</i> <i>Role-play, etc.</i></p>	15mins

	<p>c) <i>Debate</i> d) <i>Dramatization</i> e) <i>Presentation, etc.</i></p> <p>3.3 Ask teachers to show how ICT can be used in assessing learners in mathematics orally and in writing (NTS 3j). <i>E.g.</i></p> <p>e) <i>Watching YouTube/Pre-recorded videos and podcast</i> f) <i>Giving learners assignments to be presented in PowerPoint</i> g) <i>Giving learners projects to search online for information</i> h) <i>Using Google forms to quiz the learners, etc.</i></p> <p>3.4 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 1a, 2c).</p>	<p>3.3 Show how ICT can be used in assessing learners in mathematics orally and in writing (NTS 3j). <i>E.g.</i> <i>Watching YouTube/Pre-recorded videos and podcast, etc.</i></p> <p>3.4 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 1a, 2c).</p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually and write what they have learned in the session and share with the larger group (NTS 1a, 1b).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 4 and provide feedback to them (NTS 3l, 3n and 3o).</p> <p>4.3 Remind teachers to read Session 5 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually and write what you have learned in the session and share with the larger group (NTS 1a, 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session 4 and provide feedback to you (NTS 3l, 3n and 3o).</p> <p>4.3 Read Session 5 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>
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APPENDIX 4.1

Basic Daily Lesson Notes

B 3 – Week 11

Name Of School: Obotweri M/A Basic School

<p><i>Date: 20-3-2023</i></p> <p><i>Day: Monday</i></p> <p><i>Class: B 3</i></p> <p><i>Reference: MOE (2019) Mathematics Curriculum for Basic 1-3(SBC), p. 42</i></p>		<p><i>Strand 4: Number</i></p> <p><i>Sub-Strand 1: Counting, Representation, Cardinality & Ordinality</i></p>
<p><i>Content Standard: B3.1.1.1 Count and estimate quantities from 0 to 10,000</i></p>		<p><i>Indicators: B3.1.1.1 Use number names and the counting sequence to count and estimate quantities up to 10,000</i></p> <p><i>Performance Indicator:</i> <i>Learners can estimate quantities up to 1000</i></p>
<p><i>Core Competencies: communication and collaboration, creativity and innovation, critical thinking and problem solving</i></p>		
<p><i>KEY WORDS: quantities, sequence, estimate, one thousand, three hundred, etc.</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1:</i> <i>STARTER 10 MINS</i></p>	<p><i>Play “show me a number game with learners (up to 10) with fingers”.</i> <i>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</i></p>	
<p><i>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</i></p>	<p><i>In pairs/groups guide learners to go through the key words, emphasizing the right pronunciation, meaning and spelling.</i></p> <p><i>Ask learners to skip count forwards and backwards from 0 to 10,000 in 10s, 50s, 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in the skip counting sequence.</i> <i>Move round to observe the learners’ activities and provide support where necessary</i></p> <p><i>Level 1</i> <i>Ask learner to skip count forward in 10s up to 500</i></p>	<p><i>Phones or laptops</i></p> <p><i>Counters</i> <i>bundle and loose straws base ten cut square, patterns</i></p>

	<p><i>Level 2</i> Ask learners to skip count forward in 50s up to 1,000</p> <p><i>Level 3</i> Ask learners to skip count forward in 200s and in 500s up to 5,000 and skip count backward from 5,000 to 200 and 500.</p> <p>Guide learners to count and tell the number of objects in a given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice</p> <p>Guide learners in their mix-gender groups to represent numbers or quantities to 1000 with written numerals(words).</p> <p><i>Level 1</i> Ask learners to write the number names of the following 10, 20, 30.</p> <p><i>Level 2</i> Ask learners to write the number names of the following 15,25, 45,75,80.</p> <p><i>Level 3</i> Ask learners to write the number names of the following 40, 234, 467, 590, 602, 1010, 2190, 4765, 2001, 8913</p> <p>Ask learners to write number names for given multiples of 10 to 9999 and for multiples of 100 to 99990.</p> <p>Ask learners to appreciate the pictures taken with your phone on skip counting sequence game</p> <p>Assessment: Ask learners to write the number of objects in a small container</p>	
<p><i>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</i></p>	<p>Plenary/Reflection: Recap the lesson by asking learners to come out with what they have learned from the lesson.</p>	

APPENDIX 4.2

Basic Daily Lesson Notes

Basic Seven – Week 11

Name of School: Pakro Roman Catholic Basic

<p><i>Date: 20 -3-2023</i></p> <p><i>Day: Monday</i></p> <p><i>Class: B 7</i></p> <p><i>Reference: MOE (2021) Mathematics Curriculum for Basic 7-9(CCP), p. 46</i></p>		<p><i>Strand 4: Algebra</i></p> <p><i>Sub-Strand 1: Algebraic Expressions</i></p>
<p><i>Content Standard: B7.2.2.1.2 Simplify algebraic expressions involving the four basic operations and substituting values to evaluate algebraic expressions</i></p>		<p><i>Indicators:</i></p> <p><i>i. B7.2.2.1.2 Perform addition and subtraction of algebraic expressions</i></p> <p><i>ii. Group expressions of like terms correctly.</i></p>
<p><i>Performance Indicator:</i> <i>Learners can perform addition and subtraction of algebraic expressions.</i></p>		
<p><i>Core Competencies: communication and collaboration, creativity and innovation, critical thinking and problem solving</i></p>		
<p><i>KEY WORDS: algebraic expression, identify, like terms, unlike terms</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1:</i> <i>STARTER 10 MINS</i></p>	<p><i>Project videos or pictures of market scenes and ask learners to tell items they would want to buy from the market while their partner provides the algebraic form orally.</i></p>	<p><i>Phones/Laptop</i> <i>Projector</i></p>
<p><i>PHASE 2: MAIN</i> <i>40MINS</i> <i>(New Learning Including Assessment)</i></p>	<p><i>In pairs/groups guide learners to go through the key words on the board emphasizing on pronunciation, meaning and spelling.</i></p> <p><i>Learners write simple sentences with the key words and share them with the larger class. Ask learners to identify like terms in a given algebraic expression.</i> $4x+3y+9x+2y$ $4x+9x+3y+2y$</p> <p><i>Guide learners at different levels to add / subtract like terms within a given algebraic expression.</i></p>	<p><i>Pictures of market scene</i></p> <p><i>Collection of materials, such as:</i></p>

	<p><i>Level 1</i> <i>Let x = pen, y= pencil</i> $2x + y + x$ $2x+x+y$ $3x+y$</p> <p><i>Level 2</i> <i>Let x = pen, y= pencil, m= eraser</i> $4x + 12y + 3x - 8m - y$ $4x+3x+12y-y-8m$ $7x+11y-8m$</p> <p><i>Level 3</i> <i>Let x = pen, y= pencil, m= eraser, z= notebook</i> $20y + 14m + 7x - m - 10y + 13z - 18x$ $20y-10y+14m-m+7x-18x+13z$ $10y+13m-11x+13z$</p> <p><i>Guide learners to sum two or more algebraic expressions</i> <i>E.g.</i> <i>Find the sum of:</i> <i>Three apples, two bananas, five apples, four bananas</i> <i>Let a=apple, b=bananas</i> $3a + 2b + 5a + 4b$</p> <p><i>Three apples together with five apples, two bananas together with 4 bananas</i> $3a+5a+2b+4b$</p> <p><i>Eight apples together with six bananas</i> $8a+6b$</p> <p><i>Four cats plus seven dogs minus three cats plus eight goats plus one dog minus three goats</i> <i>Let x=cat, y=dogs, z=goat</i> $4x+7y-3x + 8z + y - 3z =$</p> <p><i>Four cats minus three cats plus seven dogs plus one dog plus eight goats minus three goats</i> $= 4x-3x+7y+y+8z-3z$ <i>One cats plus eight dogs plus five goats</i> $= x + 8y + 5z$</p>	<p><i>Pens, pencils, notebooks and erasers, etc.</i></p>
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	<p><i>Move round to observe the learners' activities and provide support where necessary.</i></p> <p><i>Ask learners in their mix ability and mix gender groups to create 2 everyday life situations depicting algebraic expressions and add or subtract.</i></p> <p>Assessment: <i>Solve the algebraic problems</i></p> <p><i>Level 1</i> <i>Kwame went to the bookshop to buy 5 pens and a pencil. On his way home, he gave two pens out to Adu and Esi</i></p> <p><i>Level 2</i> <i>Kwabea went to Aburi market and bought the following items:</i> <i>Seven fingers of plantain, five tubers of yam and three baskets of cassava. Reaching home, she gave three fingers of plantain and one basket of cassava to Owusu.</i></p> <p><i>Level 3</i> <i>On Kuma's birthday, his mother bought two crates of eggs, one crate of mineral and five loafs of bread. His mother fried one create and 7 eggs for the celebration. Write and solve the expression</i></p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Plenary/Reflection: <i>Recap the lesson by asking learners to come out with what they have learned from the lesson.</i></p>	

PLC Session 5: Supporting the Teaching of Mathematics at the Right Level Using Literacy

<p>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC Session 4, on supporting the teaching of literacy at the right level in mathematics, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by way of application of what they learned in Session 4, on supporting the teaching of literacy at the right level in mathematics, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC Session 4, supporting the teaching of literacy at the right level in mathematics, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by way of application of what you learned in Session 4, on supporting the teaching of literacy at the right level in mathematics, supported learning.</p>	<p>20 mins</p>
<p>2. Planning for teaching, learning and assessment activities, making links with the Pre-Tertiary</p>	<p>2.1 Ask a teacher to read the purpose, learning outcome (LO) and the learning indicators (LI).</p>	<p>2.1 Read the purpose, learning outcome (LO) and the learning indicators (LI).</p>	<p>10 mins</p>

<p>(standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: The purpose of the session is to discuss how literacy can support the teaching and learning of mathematics.</p> <p>LO: Demonstrate understanding and application of ways in which literacy can support the teaching and learning of mathematics in the basic school curriculum (NTS 1b, 2c and 3a).</p> <p>LI 1 Discuss and write at least two ways of using literacy in teaching mathematics, in the basic school curriculum.</p> <p>LI 2 Discuss at least three ways in which literacy can be applied to support the teaching and learning of mathematics in the basic school curriculum.</p> <p>2.2 Ask teachers in groups to discuss and write at least two ways of using literacy in mathematics in the basic school curriculum (NTS 1a, 2c and 3a). <i>E.g.</i> a) <i>Identifying and explaining orally and in writing terms in mathematical registers, such as “addition”, “subtraction”, “multiplication”, “division”, etc., during problem-solving</i></p>	<p>Purpose: The purpose of the session is to discuss how literacy can support the teaching and learning of mathematics.</p> <p>LO: Demonstrate understanding and application of ways in which literacy can support the teaching and learning of mathematics in the basic school curriculum (NTS 1b, 2c and 3a).</p> <p>LI 1 Discuss and write at least two ways of using literacy in teaching mathematics, in the basic school curriculum.</p> <p>LI 2 Discuss at least three ways in which literacy can be applied to support the teaching and learning of mathematics in the basic school curriculum.</p> <p>2.2 In groups discuss and write at least two ways of using literacy in mathematics in the basic school curriculum (NTS 1a, 2c and 3a). <i>E.g.</i> <i>Identifying and explaining orally and in writing terms in mathematical registers, such as “addition”, “subtraction”, “multiplication”, “division”, etc., during problem-solving, etc.</i></p>	
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	<p>b) <i>Using word problems to assess mathematical concepts. For instance:</i></p> <p>i. <i>Mr. Takyi bought six pencils for GH¢ 10.00 and paid with a GH¢ 20.00 note. How much change does he get?</i></p> <p>ii. <i>Nana Ama bought a pineapple for GH¢4.80. She paid with a GH¢ 5.00 note. How much change does she get?</i></p> <p>2.3 Ask teachers to discuss at least three ways in which literacy can be applied to support the teaching and learning of mathematics in the basic school curriculum (NTS 1b, 2c). E.g.</p> <p>a) <i>Presenting mathematical statements in words for learners to translate into mathematical equations before solving them</i></p> <p>b) <i>Learners making oral presentations</i></p> <p>c) <i>Using oral assessment to review learners' progress, etc.</i></p> <p>2.4 Ask teachers to analyse how literacy plays an effective role in assessment in mathematics (NTS 3k, 3l). E.g.</p> <p>a) <i>Asking questions using appropriate vocabulary for learners to answer</i></p>	<p>2.3 Discuss at least three ways in which literacy can be applied to support the teaching and learning of mathematics in the basic school curriculum (NTS 1b, 2c). E.g.</p> <p><i>Presenting mathematical statements in words for learners to translate into mathematical equations before solving them, etc.</i></p> <p>2.4 Analyse how literacy plays an effective role in assessment in mathematics (NTS 3k, 3l). E.g.</p> <p><i>Asking questions using appropriate vocabulary for learners to answer</i></p>	
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	<p><i>through writing and presentation</i></p> <p><i>b) Diagnosing learners' difficulties through oral inquiry</i></p> <p><i>c) Assessing learners' progress via oral and written evaluation, etc.</i></p>	<p><i>through writing and presentation, etc.</i></p>	
	<p><i>Refer to Appendix 5.1 for a sample lesson plan in mathematics for B 4 (for KG – B 6 teachers) and Appendix 5.2 for a sample lesson plan in mathematics for B 7 (for B7 – B9 teachers)</i></p>	<p><i>Refer to Appendix 5.1 for a sample lesson plan in mathematics for B 4 (for KG – B 6 teachers) and Appendix 5.2 for a sample lesson plan in mathematics for B 7 (for B7 – B9 teachers)</i></p>	
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask teachers to identify in the sample lesson plan, at least three activities that could promote GESI and SEL responsiveness (NTS 3f).</p> <p><i>E.g.</i></p> <p><i>a) Both male and female names have been used</i></p> <p><i>b) Money is shared equally between male and female children</i></p> <p><i>c) Teacher could use mixed gender groups during the activities on key words (where possible) to encourage collaboration between male, female including SEN learners</i></p> <p><i>d) Teacher could provide one-on-one support to learners who struggled with reading</i></p> <p><i>e) Differentiated activities: Assign different tasks to learners based on their levels, etc.</i></p>	<p>3.1 Identify at least three activities that could promote GESI and SEL responsiveness (NTS 3f).</p> <p><i>E.g.</i></p> <p><i>Both male and female names have been used, etc.</i></p>	10 mins

	<p>3.4 Ask teachers to recommend other assessment strategies that could aid in the development of literacy skills in learners who struggle with reading (NTS 1a, 2e, 3f and 3m). E.g.</p> <ul style="list-style-type: none"> a) Role-play b) Debate c) Dramatization d) Presentation e) Quizzes, etc. <p>3.5 Ask teachers to show how ICT can be used in assessing learners in a mathematics class, orally and in writing (NTS 3j). E.g.</p> <ul style="list-style-type: none"> a) Watching YouTube/Pre-recorded videos on word problems b) Learners display mathematical equations on their calculators in response to teacher's oral questions c) Using calculators to verify their results d) Giving learners assignments to be presented in PowerPoint, etc. <p>3.6 Ask a teacher to model a teaching activity based on the sample lesson plan that can support learners who struggle with reading (Level 1) for feedback from their colleagues (NTS 1a, 2c).</p>	<p>3.4 Recommend assessment strategies that could aid in the development of literacy skills in learners who struggle with reading (NTS 1a, 2e, 3f and 3m). E.g.</p> <p>Role play, etc.</p> <p>3.5 Show how ICT can be used in assessing learners in a mathematics class, orally and in writing (NTS 3j). E.g.</p> <p>Watching YouTube/Pre-recorded videos on word problems, etc.</p> <p>3.6 Model a teaching activity based on the sample lesson plan that can support learners who struggle with reading (Level 1) for feedback from your colleagues (NTS 1a, 2c).</p>	15mins
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<p>4. Evaluation and review of session:</p> <p>✓ Noting that teachers need to identify critical friends to observe lessons and report at next session</p>	<p>4.1 Ask teachers in groups to reflect, write and share what they have learned with regard to supporting the teaching and learning of literacy in mathematics (NTS 1b, 3c).</p> <p>4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to PLC Session 5 and provide written feedback to them (NTS 3n, 3o).</p> <p>4.3 Remind teachers to read Session 6 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 In groups reflect, write and share what you have learned with regard to supporting the teaching and learning of literacy in mathematics (NTS 1b, 3c).</p> <p>4.2 Where possible, identify a critical friend to observe your lesson in relation to PLC Session 5 and provide written feedback to you (NTS 3n, 3o).</p> <p>4.3 Read Session 6 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>
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APPENDIX 5.1

A sample lesson plan for teaching Mathematics to learners who are struggling with reading and writing

Name of School: Obosono M/A Basic School

<p><i>Date: 21/03/2023</i></p> <p><i>Day: Tuesday</i></p> <p><i>Class: B 4</i></p> <p>REFERENCE: MOE (2019) <i>Mathematics Curriculum for Basic 4-6, p. 18</i></p>		<p><i>Strand: Number</i></p> <p><i>Sub-Strand: Number and operations</i></p>
<p><i>Content Standard: B4.1.2.6 Translate and solve word problems involving the four basic operations on whole numbers</i></p>		<p><i>Indicator(s): B4.1.2.6.1 Solve multi-step word problems involving the four basic operations</i></p> <p><i>Performance Indicator: Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt</i></p>
<p><i>Core Competencies: communication and collaboration, creativity and innovation, critical thinking and problem solving</i></p>		
<p>KEY WORDS: <i>Characteristics, Unique, Personality</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1:</i> STARTER 10 MINS <i>(Preparing the Brain for Learning)</i></p>	<p><i>Revise with learners the previous lesson on division. Call volunteer learners to the board to solve sample questions in figures on division. Introduce the lesson by sharing the performance indicator.</i></p>	
<p>PHASE 2: MAIN 40MINS <i>(New Learning Including Assessment)</i></p>	<p><i>In pairs/groups, guide learners to go through the projected key words in ‘word problems’ before they read them.</i></p> <p><i>Learners write simple sentences with the key words and share them with the larger class</i></p> <p><i>i. Level 1</i> <i>Find, divide, together, plus, add, multiply, problem, subtract, etc. (e.g., if you add two chairs to three chairs, how many chairs do you get?)</i></p> <p><i>ii. Level 2</i> <i>difference, product, quotient, sum, etc. (How many chairs do you get if</i></p>	<p><i>Laptop, phones, projector</i></p>

	<p><i>you add two chairs, three chairs and seven chairs together?)</i></p> <p><i>Level 3</i></p> <p><i>iii. Translate, compare, share, product, solve, mathematical, altogether, statement, etc. (Translate the word problem “what is the product of five and twelve” into a mathematical statement)</i></p> <p><i>Using words only, guide learners to translate word problems into mathematical statements, solve them and write their answers in words.</i></p> <p><i>E.g.</i></p> <p><i>Question:</i></p> <p><i>i) John and Mary have eight oranges each. How many oranges do they have together?</i></p> <p><i>Solution:</i></p> <p>$8 + 8 = 16$</p> <p><i>So, Mary and John have sixteen oranges together (Level 1)</i></p> <p><i>ii) Owasi and Fadia share twenty Ghana cedis equally. How much does each person get?</i></p> <p><i>Solution:</i></p> <p>$20 \div 2 = 10$</p> <p><i>So, each person will get ten Ghana cedis (Level 2)</i></p> <p><i>iii) Adoley is twelve years old. How old will she be in five years’ time?</i></p> <p><i>Solution:</i></p> <p>$12 + 5 = 17$</p> <p><i>So, Adoley will be seventeen years old in five years’ time (Level 3)</i></p> <p><i>Assessment:</i> <i>Learners practise with more examples</i></p>	<p><i>word cards, number cards</i></p>
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	<p><i>E.g.</i></p> <p><i>i. A man shares pocket money between his children Mansah and Kwaku equally. If Kwaku's share is one hundred Ghana cedis, find the amount the man shared. (Level 3)</i></p> <p><i>ii. One match box contains 50 match sticks. How many match sticks will five boxes contain?</i></p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Use peer discussion and effective questioning to find out from learners what they have learned.</i></p>	

APPENDIX 5.2

A sample lesson plan for teaching Mathematics to learners who are struggling with reading and writing

Name Of School: Agyementi M/A Basic School

<p>Date: 23/03/2023</p> <p>Day: Thursday</p> <p>Class: B 7</p> <p>REFERENCE: MOE (2021) Mathematics Curriculum for Basic 7-9(CCP), pp. 22-23</p>		<p>Strand: Number</p> <p>Sub-Strand: Ratio and Proportion</p>
<p>Content Standard: B7.1.4.1 Demonstrate understanding of the concept of ratios and its relationship to fractions and use it to solve problems that involve rates, ratios, and proportional reasoning</p>		<p>Indicator: B7.1.4.1.3: Make tables of equivalent ratios (written as common fractions) relating quantities that are proportional</p> <p>Performance Indicator: Learners can use ratio language to describe relationship between two quantities</p>
<p>Core Competencies: communication and collaboration, creativity and innovation, critical thinking and problem solving</p>		
<p>KEY WORDS: Ratio, Rate, Proportional</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Revise the previous lesson with learners. Call volunteer learners to the board to solve sample questions. Introduce the lesson by sharing performance indicators.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>In pairs/groups guide learners to use application of proportion in solving problems in mathematics.</p> <p>Find the total ratio. The ratio $x:y$ gives you $(x+y)$. For instance, $2:3$ gives you $(2+3)$</p> <p>Find what one part is. Thus, the part corresponding to x, y or z. Each share corresponding to x can be found by using the fraction $= \frac{x}{x+y}$. Similarly, $= \frac{y}{x+y}$</p> <p>Find the total ratio. The ratio $x:y:z$ gives you $(x+y+z)$. For instance, $2:3:4$ gives you $(2+3+4)$ E.g.</p>	<p>Table of Equivalent Ratio, etc.</p>

i. Question:
 A woman shares her money between her son Qwasi and daughter Fadila in the ratio 1:2 respectively. If the amount to be shared is GH¢120.00. What is Fadila's share?

Solution:

- ✓ First write down their ratios;
 Qwasi: Fadila = 1:2
- ✓ Find their total ratio $1+2 = 3$
- ✓ Now find their individual fractions:

$$\text{Qwasi} = \frac{1}{3} \text{ and Fadila} = \frac{2}{3}$$

- ✓ The amount to be shared = GH¢120.00
- ✓ Find two-third of the amount to be shared

$$\text{Fadila's share} = \frac{2}{3} \times \text{GH¢}120$$

$$\text{Fadila's share} = \text{GH¢}80.00$$

ii. Question:
 Bayuo, Adoley and Jantuah shared an amount of money in the ratio of their ages. Bayuo is 36 years old, Adoley is 48 years and Jantuah is 24 years old. If Jantuah received GH¢24000, how much money did they share?

Solution:

- ✓ First write down their ratios;
 Bayuo: Adoley: Jantuah = 36:48:24

Names	Equivalent Ratios			
Bayuo	36	18	9	3
Adoley	48	24	12	4
Jantuah	24	12	6	2

- ✓ Using Table of Equivalent Ratio, their equivalent ratio will be = 3:4:2
- ✓ Find their total ratio
 $3+4+2 = 9$
- ✓ Now find what one part is: Jantuah = 24000

	<p>that is 2:24000. Let a be the amount shared.</p> <p>Bayuo's share = $\frac{3}{9}a$, Adoley's share = $\frac{4}{9}a$ and Jantuah's share = $\frac{2}{9}a$</p> <p>Bayuo's share = $\frac{3}{9} \times a = 24000$</p> <p>$a = \frac{9 \times 24000}{3} = \text{GH}\text{¢}72000$</p> <p>Learners go ahead to find Jantuah's and Adoley's share.</p> <p>Assessment: Learners practice more examples</p> <p>E.g.</p> <ol style="list-style-type: none"> i. A man shares his money between his sons Dapilah and Kwaku in the ratio 2:3. If Dapilah's share is 100, find the amount shared and Kwaku's share. ii. A green paint is mixed from blue and yellow paint in the ratio 3:5. How much of each colour is needed to make 40liters of green paint? 	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Use peer discussion and effective questioning to find out from learners what they have learned during the lesson. Take feedback from learners and summarize the lesson.</p>	

PLC Session 6: Supporting the Teaching of Literacy at the Right Level in Science

<p>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session.</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC Session 5, on supporting the teaching of mathematics at the right level using literacy, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by using what they learned on Session 5, on supporting the teaching of mathematics at the right level using literacy, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC Session 5, on supporting the teaching of mathematics at the right level using literacy, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by using what they learned on Session 5, on supporting the teaching of mathematics at the right level using literacy supported learning.</p>	<p>20mins</p>

<p>2. Planning for teaching, learning and assessment activities, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>2.1 Introduce the session by asking one teacher to read and explain the purpose, learning outcome (LO) and learning indicators (LIs).</p> <p>Purpose: The purpose of this session is to help teachers in basic schools to develop the various skills and abilities to teach learners to develop the appropriate language registers at the right level in science to support literacy development.</p> <p>LO: Demonstrate knowledge, understanding and application in planning and teaching of literacy at the right level in science (NTS 2d, 2f and 3i).</p> <p>LI 1 Give at least three (3) strategies that support the teaching of literacy at the right level in science. LI 2 Discuss at least three (3) assessment tools that support the teaching of literacy at the right level in science.</p> <p>2.2 Ask teachers in pairs to write and share at least three (3) strategies that support the teaching of literacy at the right level in science (NTS 1a, 2e). <i>E.g.</i></p> <ul style="list-style-type: none"> a) <i>Drilling of keywords</i> b) <i>model reading</i> c) <i>writing of assignment</i> d) <i>reading comprehension using scientific text, etc.</i> 	<p>2.1 Read and explain the purpose of the session, learning outcome (LO) and learning indicators (LIs).</p> <p>Purpose: The purpose of this session is to help teachers in basic schools to develop the various skills and abilities to teach learners to develop the appropriate language registers at the right level in science to support literacy development.</p> <p>LO: Demonstrate knowledge, understanding and application in planning and teaching of literacy at the right level in science (NTS 2d, 2f and 3i).</p> <p>LI 1 Give at least three (3) strategies that support the teaching of literacy at the right level in science. LI 2 Discuss at least three (3) assessment tools that support the teaching of literacy at the right level in science.</p> <p>2.2 In pairs, write and share at least three (3) strategies that support the teaching of literacy at the right level in science (NTS 1a, 2e). <i>E.g.</i></p> <p style="padding-left: 40px;"><i>Drilling of keywords, etc.</i></p>	<p>10mins</p>
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	<p>2.3 Ask teachers in groups to discuss at least three (3) assessment tools that support the teaching of literacy at the right level in science (NTS 3k). E.g.</p> <ul style="list-style-type: none"> a) <i>Spelling Inventories (dictation): Spelling inventories are used to assess a learner's spelling ability and identify patterns of errors, such as misspelling common words or struggling with certain letter combinations</i> b) <i>Running Records: Running records are used to assess a learner's reading level, fluency, and comprehension by recording the learner's reading behaviour as they read aloud from a text</i> c) <i>Writing Assessments: Writing assessments can be used to evaluate a learner's writing ability, including their grammar, vocabulary, and organization, etc.</i> 	<p>2.3 In groups, discuss at least three (3) assessment tools that support the teaching of literacy at the right level in science (NTS 3k). E.g.</p> <p><i>Spelling Inventories (dictation): Spelling inventories are used to assess a learner's spelling ability and identify patterns of errors, such as misspelling common words or struggling with certain letter combinations, etc.</i></p>	
	<p><i>Refer to Appendix 6.1 for a sample lesson plan in science for B4 (for KG-B6 teachers) and Appendix 6.2 for a sample lesson plan in science for B7 (for B7-B9 teachers).</i></p> <p>2.4 Ask teachers to indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3k, 3l and 3m).</p>	<p><i>Refer to Appendix 6.1 for a sample lesson plan in science for B4 (for KG-B6 teachers) and Appendix 6.2 for a sample lesson plan in science for B7 (for B7-B9 teachers).</i></p> <p>2.4 Indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3k, 3l and 3m).</p>	10 mins

	<p><i>E.g.</i></p> <p>a) <i>Assessment as learning:</i></p> <p>i. <i>Learners writing and sharing learning indicators of the lesson.</i></p> <p>ii. <i>Learners individually reflect, write and share what they have learned, etc.</i></p> <p>b) <i>Assessment for learning:</i></p> <p>i. <i>Learners identify animals they know</i></p> <p>ii. <i>Learners in groups categorize animals into domestic and wild, etc.</i></p> <p>c) <i>Assessment of learning:</i></p> <p>i. <i>Learners draw/mention/write one each of the examples of domestic animals, etc.</i></p>	<p><i>E.g.</i></p> <p><i>Learners individually reflect, write and share what they have learned, etc.</i></p>	
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 2e, 3a and 3c).</p> <p>3.2 Ask teachers to provide feedback on the modelled lesson (NTS 1a, 1b).</p>	<p>3.1 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 2e, 3a and 3c).</p> <p>3.2 Provide feedback on the modelled lesson (NTS 1a, 1b).</p>	15mins

<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually, write and share what they have learned in the session with the larger group (NTS 1a, 1b).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 6 and provide feedback to them (NTS 3l).</p> <p>4.3 Remind teachers to read Session 7 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually, write and share what you have learned in the session with the larger group (NTS 1a, 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lesson in relation to PLC Session 6 and provide feedback to you (NTS 3l).</p> <p>4.3 Read Session 7 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>
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Appendix 6.1

Basic Daily Learning Plan

Basic Four – Week 5

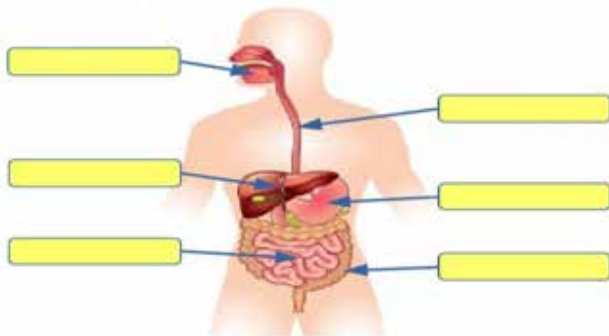
Name of School: Minti D/A Basic

Date: 12/04/2023		Strand: <i>Systems</i>
Day: <i>Wednesday</i>		Sub-Strand: <i>The human body system</i>
Class: <i>B 4</i>		
Content standard: <i>B4.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function</i>		Indicators: <i>B4.3.1.1.1 Know the organs of the digestive system and their functions</i>
		Performance Indicator: <i>Learners can identify the organs of the digestive system and state their functions</i>
Core competencies: <i>communication and collaboration, critical thinking and problem-solving, creativity and innovation</i>		
Key words: <i>digestion, mastication, absorption</i>		
PHASE/ DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<i>i. Learners answer questions to revise previous lesson on change of state of matter.</i> <i>ii. Introduce the topic and share the learning indicator with learners.</i>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<i>i. Learners learn key words using drills</i> <i>Learners watch a video of the digestive system</i> <i>ii. Learners individually observe the organs of the digestive system keenly, write down their observations and share with the class</i> <i>iii. Learners in mixed gender groups state the functions of the various organs of the digestive system</i> <i>iv. Teacher supports learners with learning needs to write and explain some parts of the digestive system and their functions.</i> <i>Assessment</i> <i>Level 1</i> <i>Choose the words related to the digestive system.</i>	<i>video</i>

- | | | | |
|-----------------|-----------------|--------|----------|
| large intestine | oxygen | urine | eat |
| stomach | trachea | faeces | pancakes |
| esophagus | small intestine | nose | mouth |

Level 2

Label the digestive system below and state the functions of any two organs labelled.



Level 3

Identify these organs and state their functions.



PHASE 3:
REFLECTION
10MINS
(Learner
and
Teacher)

Learners individually reflect, write and share what they have learned in the lesson to the class.

Appendix 6.2

Basic Daily Learning Plan

Basic Seven – Week 4

Name of School: Supom Basic

Date: 12/04/2023		Strand: <i>Cycles</i>
Day: <i>Wednesday</i>		Sub-Strand: <i>Animal Production</i>
Class: <i>B 7</i>		
Content standard: <i>B7.2.4.1 Demonstrate understanding of the differences among domestic animals such as ruminants, monogastric and poultry (monogastric herbivore)</i>		Indicators: <i>B7.2.4.1.1 Examine and list at least five domestic animals in the community</i>
		<i>B7.2.4.1.2 Show the differences and similarities among domestic animals</i>
Performance indicator: <i>Learners can identify and give examples of domestic animals</i>		
Core competencies: <i>digital literacy, critical thinking and problem solving, communication and collaboration</i>		
Key words: <i>monogastric, mammals, domestic, herbivore</i>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<i>i. Learners mention any animal they know.</i> <i>ii. Learners in groups categorize the animals mentioned above into those that can be found in the home and those that can be found in the forest or wild.</i> <i>iii. Introduce the topic and share learning indicators with learners.</i>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<i>i. Learners learn keywords using drills</i> <i>ii. Learners in groups classify domestic animals according to their characteristics and present to the class.</i>	<i>word cards</i> <i>Pictures of animals</i> <i>PowerPoint slides.</i>

TYPES OF DOMESTIC ANIMALS



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iii. Learners through PowerPoint presentation identify and group domestic animals according their characteristics.

Level 1

Mammals (four-legged with fur/hair):

Animal	Male	Female	Young one
cattle	bull	cow	calf
sheep	ram	ewe	lamb
goat	billy/buck	nanny/doe	kid

Poultry / Fowl (two-legged with feathers):

Animal	Male	Female	Young one
chicken	cock	hen	chick
duck	drake	duck	duckling
guinea fowl	rostror	hen	keet

Level 2

Mammals (that eat green plants) herbivore:

Animal	Male	Female	Young one
Cattle	bull	Cow	calf
Sheep	ram	ewe	lamb
Goat	billy/buck	nanny/doe	kid

Mammals (that eat flesh) carnivores:

Animal	Male	Female	Young one
dog	dog	bitch	puppy
cat	tom	queen	kitten

	<p>Mammals (that eat both plants and flesh) omnivores:</p> <table border="1"> <thead> <tr> <th>Animal</th> <th>Male</th> <th>Female</th> <th>Young one</th> </tr> </thead> <tbody> <tr> <td>dog</td> <td>dog</td> <td>bitch</td> <td>puppy</td> </tr> <tr> <td>pig</td> <td>boar</td> <td>sow</td> <td>piglet</td> </tr> <tr> <td>cat</td> <td>tom</td> <td>queen</td> <td>kitten</td> </tr> </tbody> </table> <p>Level 3</p> <p>Mammals (with one stomach chamber) monogastric:</p> <table border="1"> <thead> <tr> <th>Animal</th> <th>Male</th> <th>Female</th> <th>Young one</th> </tr> </thead> <tbody> <tr> <td>pig</td> <td>boar</td> <td>sow</td> <td>piglet</td> </tr> <tr> <td>rabbit</td> <td>buck</td> <td>doe</td> <td>kit</td> </tr> <tr> <td>cat</td> <td>tom</td> <td>queen</td> <td>kitten</td> </tr> </tbody> </table> <p>Mammals (with four stomach chamber) herbivorous ruminants:</p> <table border="1"> <thead> <tr> <th>Animal</th> <th>Male</th> <th>Female</th> <th>Young one</th> </tr> </thead> <tbody> <tr> <td>cattle</td> <td>bull</td> <td>cow</td> <td>calf</td> </tr> <tr> <td>sheep</td> <td>ram</td> <td>ewe</td> <td>lamb</td> </tr> <tr> <td>goat</td> <td>billy</td> <td>nanny</td> <td>kid</td> </tr> </tbody> </table> <p>Assessment: Learners answer the question below: Draw / mention / write one example each of the examples of domestic animals.</p>	Animal	Male	Female	Young one	dog	dog	bitch	puppy	pig	boar	sow	piglet	cat	tom	queen	kitten	Animal	Male	Female	Young one	pig	boar	sow	piglet	rabbit	buck	doe	kit	cat	tom	queen	kitten	Animal	Male	Female	Young one	cattle	bull	cow	calf	sheep	ram	ewe	lamb	goat	billy	nanny	kid	
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<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Learners individually reflect, write and share what they have learned in the lesson with the class.</p>																																																	

PLC Session 7: Supporting the Teaching of Science at the Right Level Using Literacy

<p>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC Session 6, on supporting the teaching of literacy at the right level in science, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by using what they learned in Session 6, on supporting the teaching of literacy at the right level in science, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC Session 6, on supporting the teaching of literacy at the right level in science, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by using what you learned in Session 6, on supporting the teaching of literacy at the right level in science, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment activities, making links with the Pre-</p>	<p>2.1 Introduce the session by asking one teacher to read and explain the purpose, learning outcome (LO) and learning indicators (LIs).</p>	<p>2.1 Read and explain the purpose, learning outcome (LO) and learning indicators (LIs).</p>	<p>10mins</p>

<p>Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: The purpose of this session is to help teachers in basic schools to develop the various skills and abilities to use literacy in supporting the teaching and learning of science at the right level.</p> <p>LO: Demonstrate knowledge, understanding and application of teaching basic science curriculum at the right level using literacy (NTS 2d, 2e and 3i).</p> <p>LI 1 State at least three strategies that can be used to teach science using literacy.</p> <p>LI 2 Discuss at least three assessment techniques that can be used in teaching science using literacy.</p> <p>2.2 Ask teachers in groups to discuss at least three strategies that support the teaching of science using literacy (NTS 2c, 2e, 3e and 3g). <i>E.g.</i></p> <p>a) <i>Incorporate reading: Teachers can use books, articles and other reading materials to help learners demonstrate understanding of scientific concepts and theories</i></p> <p>b) <i>Teach scientific vocabulary: Science has a unique vocabulary that learners need to learn in order to understand</i></p>	<p>Purpose: The purpose of this session is to help teachers in basic schools to develop the various skills and abilities to use literacy in supporting the teaching and learning of science at the right level.</p> <p>LO: Demonstrate knowledge, understanding and application of teaching basic science curriculum at the right level using literacy (NTS 2d, 2e and 3i).</p> <p>LI 1 State at least three strategies that can be used to teach science using literacy.</p> <p>LI 2 Discuss at least three assessment techniques that can be used in teaching science using literacy.</p> <p>2.2 In groups, discuss at least three strategies that support the teaching of science using literacy (NTS 2c, 2e, 3e and 3g). <i>E.g.</i></p> <p><i>Incorporate reading: Teachers can use books, articles and other reading materials to help learners demonstrate understanding scientific concepts and theories, etc.</i></p>	
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	<p><i>scientific concepts. Teachers can support the learning of science by introducing new vocabulary terms and help learners understand their meanings in context</i></p> <p><i>c) Use graphic organizers: Graphic organizers are visual aids that can help learners understand complex ideas. They can be used to organize information, compare and contrast ideas and identify cause-and-effect relationships</i></p> <p><i>d) Encourage writing of scientific text: Teachers can encourage learners to write about what they have learned, including scientific observations, experiments and hypotheses, etc.</i></p> <p>2.3 Ask teachers in pairs to think and share at least three assessment techniques that can be used to teach science using literacy (NTS 3k, 3l and 3m).</p> <p><i>E.g.</i></p> <p><i>a) Oral presentations: Oral presentations can be used to assess learners' ability to communicate scientific concepts verbally. This can include presentations on scientific concepts, laboratory demonstrations and other oral assessments</i></p> <p><i>b) Concept maps: They are graphical tools that</i></p>	<p>2.3 In pairs, think and share at least three assessment techniques that can be used to teach science using literacy (NTS 3k, 3l and 3m).</p> <p><i>E.g.</i></p> <p><i>Oral presentations: Oral presentations can be used to assess learners' ability to communicate scientific concepts verbally. This can include presentations on scientific concepts, laboratory demonstrations and other oral assessments, etc.</i></p>	
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	<p><i>depict the relationship between concepts and ideas. They can be used to assess learners' understanding of the relationships between scientific concepts. Teachers can ask learners to create concept maps to demonstrate their understanding of a particular scientific concept or theory</i></p> <p><i>c) Science projects: Science projects can be used to assess learners' ability to apply scientific concepts in a real-world setting. Projects can be designed to allow learners to demonstrate their understanding of scientific principles and their ability to apply that knowledge to solve real-world problems</i></p> <p><i>d) Quizzes and tests: Traditional quizzes and tests can be used to assess learners' understanding of scientific concepts. These assessments can cover a range of topics and can be used to identify areas where learners may need additional support or instruction</i></p> <p><i>e) Peer reviews: Peer reviews can be used to assess learners' ability to provide constructive feedback and engage in scientific discourse. Teachers can ask learners to review each</i></p>		
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	<p><i>other's work, including written assignments, laboratory reports and other assessments, to assess their ability to provide feedback and engage in scientific discussion, etc.</i></p>		
	<p><i>Refer to Appendix 7.1 for a sample lesson plan in science for B1 (for KG-B6 teachers) and Appendix 7.2 for a sample lesson plan in science for B7 (for B7-B9 teachers).</i></p> <p>2.5 Ask teachers to indicate how the lesson will be taught using appropriate pedagogies and assessment methods for teaching at the right level (NTS 3a, 3e, 3g and 3k).</p> <p><i>E.g.</i> <i>Appropriate pedagogies:</i></p> <ul style="list-style-type: none"> <i>i. Question and answer</i> <i>ii. Hands-on activity</i> <i>iii. Enquiry based approach</i> <i>iv. Collaborative teaching</i> <i>v. PowerPoint presentation</i> <i>vi. Drilling</i> <p><i>Assessment methods:</i></p> <ul style="list-style-type: none"> <i>a) Oral questions</i> <i>b) Presentations</i> <i>c) Test</i> <i>d) Observation</i> 	<p><i>Refer to Appendix 7.1 for a sample lesson plan in science for B1 (for KG-B6 teachers) and Appendix 7.2 for a sample lesson plan in science for B7 (for B7-B9 teachers).</i></p> <p>2.5 Indicate how the lesson will be taught using appropriate pedagogies and assessment methods for teaching at the right level (NTS 3a, 3e, 3g and 3k).</p> <p><i>E.g.</i> <i>Appropriate pedagogies:</i></p> <p><i>Demonstration, etc.</i></p> <p><i>Assessment methods:</i></p> <p><i>Oral questions</i></p>	10 mins
3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and	<p>3.1 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 2e, 3a and 3c).</p>	<p>3.1 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 2e, 3a and 3c).</p>	15mins

using GESI, SEL, ICT and 21st century skills	3.2 Ask teachers to provide feedback on the modelled lesson (NTS 1a, 1b).	3.2 Provide feedback on the modelled lesson (NTS 1a, 1b).	
4. Evaluation and review of session: ○ Noting that teachers need to identify critical friends to observe lessons and report at next session	4.1 Ask teachers to reflect individually, write and share what they have learned in the session with the larger group (NTS 1a, 1b). 4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 7 and provide feedback to them (NTS 3I). 4.3 Remind teachers to read Session 8 of the PLC Handbook in preparation for the next PLC session (NTS 3a).	4.1 Reflect individually, write and share what you have learned in the session with the larger group (NTS 1a, 1b). 4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session 7 and provide feedback to you (NTS 3I). 4.3 Read Session 8 of the PLC Handbook in preparation for the next PLC session (NTS 3a).	5 mins

Appendix 7.1

Basic Daily Learning Plan

Basic One – Week 6

Name of School: Besease D/A Primary

Date: 12/04/2023		Strand: <i>Diversity</i>	
Day: <i>Wednesday</i>		Sub-strand: <i>materials</i>	
Class: <i>B 1</i>			
Content Standard: <i>B1.1.2.2 Know that substances can exist in different physical states (solid, liquid, gas). Many substances can be changed from one state to another by heating or cooling</i>		Indicators: <i>B1.1.2.2.1 Identify and classify materials as solid, liquid or gas</i>	
		Performance indicator: <i>Learners can classify materials as solid, liquid or gas.</i>	
Core competencies: <i>critical thinking and problem-solving, creativity and innovation</i>			
Key words: <i>materials, solid, liquid and gas</i>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<i>i. Learners move and touch things they see in the classroom.</i> <i>ii. Learners mention names of the things they have touched.</i>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<i>i. Learners learn keywords using drills.</i> <i>ii. Learners classify materials as solid, liquid or gas based on their physical characteristics.</i> <i>Level 1</i> <i>i. Learners mention which of the materials provided can be seen, touched or held and classify them based on their observation.</i> <i>ii. Learners open their hands and blow air into it. Learners tell what happened when they blew the air into their hands.</i>	<i>plastic, stones, paper, pencil, crayons, inflated balloons, water, sand, salt, sugar, projector, laptop, video, sobolo drink</i>	
<i>Characteristics of solids, liquids and gases</i>			
	<i>Solid</i>	<i>Liquid</i>	<i>Gas</i>
	<i>can be seen</i>	<i>can be seen</i>	<i>cannot be seen</i>
	<i>can be touched</i>	<i>can be touched</i>	<i>cannot be touched</i>

	<table border="1"> <tr> <td><i>can be held</i></td> <td><i>cannot be held</i></td> <td><i>can be felt</i></td> </tr> </table> <p><i>Level 2</i></p> <p><i>i. Learners watch a video and use it as a guide to classify the materials given.</i></p> <p><i>Characteristics of solids, liquids and gases</i></p> <table border="1"> <thead> <tr> <th><i>Solid</i></th> <th><i>Liquid</i></th> <th><i>Gas</i></th> </tr> </thead> <tbody> <tr> <td><i>it is very heavy</i></td> <td><i>it is heavy</i></td> <td><i>it is not heavy</i></td> </tr> <tr> <td><i>it is very hard</i></td> <td><i>it is hard</i></td> <td><i>it is not hard</i></td> </tr> <tr> <td><i>cannot flow</i></td> <td><i>can flow</i></td> <td><i>can move faster in all direction</i></td> </tr> </tbody> </table> <p><i>Level 3</i></p> <p><i>i. Learners explore and list materials they see in their environment.</i></p> <p><i>ii. In groups, learners sort the mentioned materials into solid, liquid and gas with reasons.</i></p> <p><i>iii. Learners do more activities to identify gas using inflated balloon, breathing in and out.</i></p> <p><i>iv. Learners present their findings based on the activities performed.</i></p> <p><i>Characteristics of solids, liquids and gases</i></p> <table border="1"> <thead> <tr> <th><i>Solid</i></th> <th><i>Liquid</i></th> <th><i>Gas</i></th> </tr> </thead> <tbody> <tr> <td><i>has fixed shape</i></td> <td><i>takes the shape of the container</i></td> <td><i>takes the shape of the container</i></td> </tr> <tr> <td><i>has fixed volume</i></td> <td><i>it has fixed volume</i></td> <td><i>it has no fixed volume</i></td> </tr> <tr> <td><i>cannot be compressed</i></td> <td><i>cannot be compressed</i></td> <td><i>can be compressed</i></td> </tr> </tbody> </table> <p>Assessment: <i>Ask learners to answer the question below: state two (2) characteristics each for solid, liquid and gas.</i></p>	<i>can be held</i>	<i>cannot be held</i>	<i>can be felt</i>	<i>Solid</i>	<i>Liquid</i>	<i>Gas</i>	<i>it is very heavy</i>	<i>it is heavy</i>	<i>it is not heavy</i>	<i>it is very hard</i>	<i>it is hard</i>	<i>it is not hard</i>	<i>cannot flow</i>	<i>can flow</i>	<i>can move faster in all direction</i>	<i>Solid</i>	<i>Liquid</i>	<i>Gas</i>	<i>has fixed shape</i>	<i>takes the shape of the container</i>	<i>takes the shape of the container</i>	<i>has fixed volume</i>	<i>it has fixed volume</i>	<i>it has no fixed volume</i>	<i>cannot be compressed</i>	<i>cannot be compressed</i>	<i>can be compressed</i>	
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<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Learners individually reflect, write and share what they have learned in the lesson with the class.</i></p>																												

Appendix 7.2

Basic Daily Learning Plan

Basic seven – Week 4

Name of School: Asiwa Model JHS

Date: 12/04/2023		Strand: Cycles
Day: Wednesday		Sub-Strand: Earth Science
Class: B 7		
Content standard: B7.2.1.1 Recognize that the water cycle is an example of repeated patterns of change in nature and understand how it occurs		Indicators: B7.2.1.1.2 Discuss the benefits of the water cycle in nature
		Performance indicator: Learners can discuss the benefits of the water cycle in nature
Core competencies: communication and collaboration, digital literacy, critical thinking and problem solving		
Key words: precipitation, condensation, evaporation, collection		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>i. Learners answer questions to revise previous lesson on change of state of matter.</p> <p>ii. Introduce the topic and share performance indicators</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>i. Learners learn the key words using drill</p> <p>ii. Learners watch a video and use it to describe the stages of the water cycle.</p> <p>i. evaporation- the process of turning liquid into vapor</p> <p>ii. condensation – is the change of the state of matter from the gas phase into the liquid phase</p>	<p>word cards</p> <p>videos</p>

	<p><i>iii. precipitation – falling products of condensation in the atmosphere, as rain, snow, or hail.</i></p> <p><i>Level 1</i> <i>Learners give three benefits of the water cycle.</i></p> <p><i>Level 2</i> <i>Learners discuss the benefits of the water cycle.</i></p> <p><i>Level 3</i> <i>Learners discuss the benefits of the water cycle in terms of:</i></p> <ul style="list-style-type: none"> <i>a) Energy source (release of energy to warm the environment)</i> <i>b) Carrier of nutrients</i> <i>c) Improving water table</i> <i>d) Regulating weather pattern</i> <i>e) Provision of clean water</i> <p><i>Assessment</i> <i>With a diagram, illustrate the importance of the water cycle in a community.</i></p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Learners individually reflect, write and share what they have learned in the lesson with the class.</i></p>	

PLC Session 8: Supporting the Teaching of Literacy at the Right Level in Social Studies (Our World Our People)

<p><i>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</i></p>	<p><i>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</i></p>	<p><i>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</i></p>	<p><i>Time in session</i></p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom and elsewhere based on the PLC Session 7 on supporting the teaching of science at the right level using literacy, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by way of application of what they learned in Session 7, teaching of science at the right level using literacy, supported learning.</p>	<p>1.1 Share what you did differently in the classroom and elsewhere based on the PLC Session 7 on supporting the teaching of science at the right level using literacy, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by way of application of what they learned in Session 7, teaching of science at the right level using literacy, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment activities, making links with the Pre-</p>	<p>2.1 Introduce the session by asking one teacher to read and explain the purpose of the session, the learning outcome (LO) and the learning indicators (LIs)</p>	<p>2.1 Read and explain the purpose of the session, the learning outcome (LO) and the learning indicators (LIs).</p>	<p>15mins</p>

<p>Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: In Social Studies (Our World Our People), educators teach learners the content knowledge, intellectual skills and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Therefore, the primary purpose of this session is to help teachers to guide learners to develop the ability to make informed and reasoned decisions for the public as good citizens of a culturally diverse, democratic society in an interdependent world, and communicating these decisions accurately. Strategies used in this session seek to help teachers to support struggling learners engage with texts, communicate effectively, pronounce words correctly, develop constructive listening skills and construct meaningful sentences to build deeper understanding through guided inquiry.</p> <p>LO: Demonstrate knowledge and understanding of how to apply teaching strategies in social studies to support literacy development (our world our people) at the right level (NTS 2c, 2d, 2e, and 3i)</p>	<p>Purpose: In Social Studies (Our World Our People), educators teach learners the content knowledge, intellectual skills and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Therefore, the primary purpose of this session is to help teachers to guide learners to develop the ability to make informed and reasoned decisions for the public as good citizens of a culturally diverse, democratic society in an interdependent world, and communicating these decisions accurately. Strategies used in this session seek to help teachers to support struggling learners engage with texts, communicate effectively, pronounce words correctly, develop constructive listening skills and construct meaningful sentences to build deeper understanding through guided inquiry.</p> <p>LO: Demonstrate knowledge and understanding of how to apply teaching strategies in social studies to support literacy development (our world our people) at the right level (NTS 2c, 2d, 2e, and 3i).</p>	
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	<p>LI 1 State and explain at least five ways of teaching literacy in social studies (our world our people) at the right level.</p> <p>LI 2 Give at least four ways of assessing the teaching of literacy in social studies (our world our people) at the right level.</p> <p>2.2 Ask teachers in groups to state ways of teaching literacy in social studies (our world our people) in their various classes (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). E.g.</p> <p>a) <i>Reading Comprehension (Silent Reading) Strategy: Use Social studies-related texts to teach non-fiction reading strategies during the reading block. This can be done with trade books, , social studies textbooks, newspapers, magazines, etc.</i></p> <p>b) <i>Read-aloud Strategy: Learners can read aloud a selected text in social studies for discussion. The teacher can pull a handful of key vocabulary to discuss with learners before and after reading.</i></p> <p>c) <i>Role Play: The teacher can get learners to role play some selected characters or scenario in a social studies lesson. In role</i></p>	<p>LI 1 State and explain at least five ways of teaching literacy in social studies (our world our people) at the right level.</p> <p>LI 2 Give at least four ways of assessing the teaching of literacy in social studies (our world our people) at the right level.</p> <p>2.2 In groups, state ways of teaching literacy in social studies (our world our people) in your various classes (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). E.g.</p> <p><i>Reading Comprehension (Silent Reading) Strategy - Using social studies-related texts to teach non-fiction reading strategies.</i></p>	
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	<p><i>play, learners develop their communication, language and literacy as they talk</i></p> <p>d) <i>Debate: The teacher can provide learners with the opportunity to explore real-world topics and issues by speaking for or against a motion</i></p> <p>e) <i>Storytelling: A related story is presented on the topic in social studies under discussion and learners listen, discuss, summarise plot, setting and characterization, etc.</i></p>		
	<p><i>Refer to Appendix 8.1 for a sample lesson plan in Social Studies (Our World Our People) in B 6 (for KG-B6 teachers) and Appendix 8.2 for sample lesson plan for B8 in Social Studies (for B7-B9 teachers)</i></p> <p>2.3 Ask teachers to indicate how the activities in the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3i, 3k, 3m and 3n). E.g.</p> <p>a) <i>Reading comprehension: Learners respond to questions from the text by writing</i></p> <p>b) <i>Read-aloud Strategy: Learners respond to questions orally</i></p> <p>c) <i>Role play: Learners role play some</i></p>	<p><i>Refer to Appendix 8.1 for a sample lesson plan in Social Studies (Our World Our People) in B 6 (for KG-B6 teachers) and Appendix 8.2 for sample lesson plan for B8 in Social Studies (for B7-B9 teachers)</i></p> <p>2.3 Indicate how the activities in the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3i, 3k, 3m and 3n). E.g.</p> <p><i>Reading comprehension: learners respond to questions from the text by writing, etc.</i></p>	10 mins

	<p><i>selected characters from a given text</i></p> <p>d) <i>Debate: Learners are put into groups to argue for or against a given motion to develop their oral skills</i></p> <p>e) <i>Storytelling: Learners listen, discuss, write, summarise plot, setting and characterization of a story given, etc.</i></p>		
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask a teacher to model a teaching activity in the sample lesson plan that support the teaching of literacy at the right level in Social Studies (Our World Our People), considering GESI, SEL, ICT and 21st century skills for feedback from their colleagues (NTS 2c, 2d, 2e, 3a, 3f, 3g and 3j).</p> <p>3.2 Ask teachers to provide feedback on the lesson modelled (NTS 1a, 3i).</p>	<p>3.1 Model a teaching activity in the sample lesson plan that support the teaching of literacy at the right level in Social Studies (Our World Our People), considering GESI, SEL, ICT and 21st century skills for feedback from your colleagues (NTS 2c, 2d, 2e, 3a, 3f, 3g and 3j).</p> <p>3.2 Provide feedback on the lesson modelled (NTS 1a, 3i).</p>	15 mins
<p>4. Evaluation and review of session:</p> <p>○ Noting that teachers need to identify critical friends to observe lessons and report at next session</p>	<p>4.1 Ask teachers to reflect individually and write what they have learned in the session and share with the larger group (NTS 1a, 1b).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 8 and provide feedback to them (NTS 3l).</p> <p>4.3 Remind teachers to read Session 9 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually and write what you have learned in the session and share with the larger group (NTS 1a, 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lesson in relation to PLC Session 8 and provide feedback to you (NTS 3l).</p> <p>4.3 Read Session 9 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	5 mins

APPENDIX 8.1

Daily Learning Plan

Basic Six – Week 4

Name of School: Abaafofom D/A Primary

<p><i>Date: 28th MARCH, 2023</i></p> <p><i>Day: Tuesday</i></p> <p><i>Class: B. 6</i></p>		<p><i>Strand 4: OUR NATION GHANA</i></p> <p><i>Sub-Strand 1: Being a Citizen</i></p>
<p><i>Content Standard: B6.4.1.1. Demonstrate understanding of behaviours and attitudes for peaceful living</i></p>		<p><i>Indicators: B6.4.1.1.1. Describe activities for peaceful living</i></p> <p><i>B6.4.1.1.2. Describe skills for resolving conflicts in the family</i></p> <p><i>Performance Indicator:</i> <i>Learners can describe ways of living peacefully in the community and indicate how to resolve conflicts in the family and the community</i></p>
<p><i>Core Competencies and Core Values: communication and collaboration</i></p>		
<p><i>KEY WORDS: Citizenship, peaceful, conflict, attitude, responsibility</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1:</i> <i>STARTER 10 MINS</i> <i>(Preparing the Brain for Learning)</i></p>	<p><i>Learners answer leading questions on the previous lesson on the lives of the religious leaders: Jesus Christ, The Holy Prophet Muhammad (S.A.W.) and Traditional leaders (e.g. Okomfo Anokye) – priesthood, miracles and other activities.</i></p>	
<p><i>PHASE 2: MAIN</i> <i>40MINS</i> <i>(New Learning Including Assessment)</i></p>	<p><i>a) Learners pronounce and spell key words in the lesson</i></p> <p><i>b) Learners in mixed ability groups discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control.</i></p> <p><i>c) Learners discuss the importance of peaceful living e.g. togetherness, security, development.</i></p> <p><i>d) Learners engage in a role-play and other activities to demonstrate peaceful living by people of different ethnic groups celebrating together.</i></p> <p><i>e) Learners watch pre-recorded video on domestic violence with sound.</i></p> <p><i>f) Learners listen to the video, say and write to explain domestic violence and conflict.</i></p> <p><i>g) Learners identify and discuss the causes of domestic violence and conflict in the family.</i></p>	<p><i>Pre-recorded videos</i> <i>Laptop</i> <i>projector</i></p>

	<p>h) Support learners with learning needs to write and explain the causes of domestic violence.</p> <p>i) Learners discuss the effects of domestic violence on the family.</p> <p>j) Learners watch pre-recorded video on peaceful co-existence.</p> <p>E.g. https://www.youtube.com/watch?v=fbitCCDQhfE https://youtube.be.DQKubYxw1fo https://www.youtube.com/watch?v=IL-8C12lsu0</p> <p>k) Learners role-play peaceful resolution of conflict in the school, family and community.</p> <p>Assessment</p> <p>a) Learners state at least 3 ways of living peacefully with one another</p> <p>b) Learners state at least 5 examples of the importance of peaceful living in Ghana</p> <p>c) Learners identify and explain at least 4 causes of conflict</p> <p>d) Learners state at least 3 ways of resolving conflict.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Learners review the lesson by answering the following questions:</p> <p>a) What have you learned today?</p> <p>b) What are some of the causes of conflict?</p> <p>c) What are some of the things that will enable families live together peacefully?</p> <p>d) How will you resolve conflict in the family?</p>	

APPENDIX 8.2

Daily Learning Plan

Basic Eight: Week 1

Name of School: Abaaform D/A Primary

Date: 28 th MARCH, 2023		Strand 1: Environment
Day: Monday		Sub-Strand 1: Environmental Issues
CLASS: B 8		
Content Standard: B8.1.1.1 Demonstrate skills in dealing with environmental challenges	Indicators: B8.1.1.1.1. Examine water pollution as an environmental challenge	
	Performance Indicator: Learners can state and explain the causes and effects of water pollution.	
Core Competences and Core Values: Analyse and make distinct judgment about viewpoints expressed in an argument; Interpret correctly and respond to non-verbal communication; speak clearly and explain ideas; Share a narrative or extended answer while speaking to a group; ability to discuss and use ideas from several sources to reach a conclusion; ability to ascertain when information is needed and be able to identify, locate, evaluate and effectively use them to solve a problem and use digital tools to create novel things		
KEY WORDS: Environment, water, pollution, industrial waste		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Learners answer leading questions on the previous lesson on: 1) the environment 2) sanitation and 3) the cultural practices and their related problems for sanitation in the community	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	a) Learners pronounce and spell key word in the lesson b) Learners in mixed ability groups discuss the concept of pollution c) Learners watch a pre-recorded documentary of polluted water bodies d) https://www.youtube.com/watch?v=MEb7nnMLcaA e) https://www.youtube.com/watch?v=MOtmb6N6IIA f) Learners in mixed ability groups listen to the video, say and write to explain the causes of water pollution e.g. humans, animals and industrial waste g) Learners demonstrate with explanations how human activities, animals' behaviour and industrial waste pollute our water bodies. h) Learners draw polluted water bodies i) Learners in mixed ability groups examine the effects of water pollution e.g. destruction of aquatic life	Beakers, Water Sand and Oils Pre- recorded videos Crayon Cardboard

	<p><i>(death of fish) and the contamination of water bodies leading to diseases such as cholera, typhoid and dysentery</i></p> <p><i>j) Support learners with learning needs to write and explain the causes and effects of</i></p> <p><i>k) water pollution</i></p> <p><i>l) Learners in mixed ability groups write and make presentation on the need to prevent water pollution.</i></p> <p><i>m) Assessment</i></p> <p><i>i. Learners state at least 3 causes of water pollution</i></p> <p><i>ii. Learners state and explain 3 effects of water pollution</i></p> <p><i>iii. Learners explain 3 ways of preventing water pollution in Ghana</i></p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p><i>Learners review the lesson by answering the following questions:</i></p> <p><i>i. What have you learned today?</i></p> <p><i>ii. What are some of the causes of water pollution?</i></p> <p><i>iii. What are some of the effects of water pollution?</i></p> <p><i>iv. Why the need to prevent water pollution?</i></p>	

PLC Session 9: Supporting the Teaching of Social Studies (Our World Our People) at the Right Level Using Literacy

<p>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking a teacher to share what they did differently in the classroom or elsewhere based on the PLC Session 8, on supporting the teaching of literacy at the right level in Social Studies (Our World Our People), which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by way of application of what they learned in Session 8, supporting the teaching of literacy at the right level in Social Studies (Our World Our People), supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on the PLC Session 8, on supporting the teaching of literacy at the right level in Social Studies (Our World Our People), which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by way of application of what you learned in Session 8, supporting the teaching of literacy at the right level in Social Studies (Our World Our People), supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and</p>	<p>2.1 Introduce the session by asking one teacher to read and explain the purpose, the</p>	<p>2.1 Read and explain the purpose, the learning outcome (LO) and learning</p>	<p>10 mins</p>

<p>assessment activities, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>learning outcome (LO) and learning indicators (LIs).</p> <p>Purpose: Teaching Social Studies (Our World Our People) using literacy is to help teachers to construct meaning, think critically, and build content knowledge. This session is designed to help teachers develop skills and abilities to teach learners to develop the appropriate language registers in Social Studies (Our World Our People).</p> <p>LO: Demonstrate knowledge, understanding and application of methods of teaching of Social Studies (Our World Our People) at the right level using literacy (NTS 2c, 2d, 2e and 3i).</p> <p>LI 1 State and explain at least five ways of teaching Social Studies (Our World Our People) at the right level using literacy. LI 2 Give at least five ways of assessing the learning of Social Studies (Our World Our People) at the right level using literacy.</p> <p>2.2 Ask teachers to think-pair-share and state how they will teach Social Studies (Our World Our People) at the right level using literacy (NTS</p>	<p>indicators (LIs) of the session.</p> <p>Purpose: Teaching Social Studies (Our World Our People) using literacy is to help teachers to construct meaning, think critically, and build content knowledge. This session is designed to help teachers develop skills and abilities to teach learners to develop the appropriate language registers in Social Studies (Our World Our People).</p> <p>LO: Demonstrate knowledge, understanding and application of methods of teaching of Social Studies (Our World Our People) at the right level using literacy (NTS 2c, 2d, 2e and 3i).</p> <p>LI 1 State and explain at least five ways of teaching Social Studies (Our World Our People) at the right level using literacy. LI 2 Give at least five ways of assessing the learning of Social Studies (Our World Our People) at the right level using literacy.</p> <p>2.2 Think-pair-share and state how you will teach Social Studies (Our World Our People) at the right level using literacy (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i).</p>	
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	<p>1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). <i>E.g.</i></p> <ul style="list-style-type: none"> <i>a) Writing stories in social studies</i> <i>b) Listening to peers and teachers discussing issues in social studies</i> <i>c) Speaking to others about issues in social studies</i> <i>d) Pronunciation of words in social studies registers</i> <i>e) Roleplaying scenarios in social studies, etc.</i> <p>2.3 Ask teachers in groups, to explain how the ways mentioned in Activity 2.2 can be used to teach Social Studies (Our World Our People) at the right level using literacy (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). <i>E.g.</i></p> <ul style="list-style-type: none"> <i>a) Writing: Dictation of words, word formation games</i> <i>b) Listening: Watching pre-recorded video/audio</i> <i>c) Speaking: Reading text, role playing, describing scenes</i> <i>d) Pronunciation: Drill vocabulary in Social Studies for correct pronunciation and meaning</i> <i>e) Spelling of words in Social Studies, etc.</i> 	<p><i>E.g.</i></p> <p><i>Writing stories in social studies, etc.</i></p> <p>2.3 Explain how the ways mentioned in Activity 2.2 can be used to teach Social Studies (Our World Our People) at the right level using literacy (NTS 1b, 2c, 2d, 2e, 2f, 3f, 3g and 3i). <i>E.g.</i></p> <p><i>Writing: dictation of words, word formation games, etc.</i></p>	
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	<p><i>Refer to Appendix 9.1 for a sample lesson plan in Social Studies (Our World Our People) for B 4 (for KG-B6 teachers) and Appendix 9.2 for a sample lesson plan in Social Studies for B 9 (for B7-B9 teachers).</i></p> <p>2.5 Ask teachers to indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities supporting the teaching of Social Studies (Our World Our People) at the right level using literacy (NTS 3i, 3k, 3m and 3n). E.g.</p> <ul style="list-style-type: none"> a) <i>Assessment for & as learning:</i> <ul style="list-style-type: none"> i. <i>Learners answering questions they have posed about ways of ensuring environmental safety</i> ii. <i>Peers holding a discussion on what they can do to protect plants and animals in the environment</i> iii. <i>A teacher verifying whether learners are able to indicate what they can do to protect plants, animals, and water bodies in our environment and providing immediate feedback</i> iv. <i>Learners discuss if there is the need to protect the</i> 	<p><i>Refer to Appendix 9.1 for a sample lesson plan in Social Studies (Our World Our People) for B 4 (for KG-B6 teachers) and Appendix 9.2 for a sample lesson plan in Social Studies for B 9 (for B7-B9 teachers).</i></p> <p>2.5 Indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities supporting the teaching of Social Studies (Our World Our People) at the right level using literacy (NTS 3i, 3k, 3m and 3n). E.g.</p> <p><i>Learners answering questions they have posed about ways of ensuring environmental safety</i></p>	10 mins
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	<p><i>environment and why</i></p> <p><i>b) Assessment of learning:</i></p> <p><i>i. Teacher asking learners what they have learned today with the view to recording and grading their responses</i></p> <p><i>ii. Teacher asking learners to state some of the causes of an unsafe environment in a class test</i></p> <p><i>iii. Teacher asking learners to work on a project on the activities that make the environment not safe for human dwelling with the view to grading the work as part of their continuous assessment scores</i></p>		
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask a teacher to model a teaching activity that supports the teaching of Social Studies (Our World Our People) at the right level using literacy in the sample lesson plan, considering GESI, SEL, ICT and 21st century skills (NTS 2c, 2d, 2e, 3a, 3f, 3g and 3j).</p> <p>3.2 Ask teachers to provide feedback on the modelled activities in the lesson (NTS 1a, 3i).</p>	<p>3.1 Model a teaching activity that supports the teaching of Social Studies (Our World Our People) at the right level using literacy in the sample lesson plan, considering GESI, SEL, ICT and 21st century skills (NTS 2c, 2d, 2e, 3a, 3f, 3g and 3j).</p> <p>3.2 Provide feedback on the modelled activities in the lesson (NTS 1a, 3i).</p>	15mins

<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually, write and share what they have learned in the session with the larger group (NTS 1a, 1b).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 9 and provide feedback to them (NTS 3a, 3I).</p> <p>4.3 Remind teachers to read Session 10 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually, write and share what you have learned in the session with the larger group (NTS 1a, 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session 9 and provide feedback to you (NTS 3a, 3I).</p> <p>4.3 Read Session 10 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>
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APPENDIX 9

Basic Daily Learning Plan

Basic 4 Week 2

Name of School: Fom D/A Primary

<p><i>Date: 30th May, 2023</i></p> <p><i>Day: Wednesday</i></p> <p><i>CLASS: B. 4</i></p>		<p><i>Strand 2: ALL AROUND US</i></p> <p><i>Sub-Strand 1: The Environment and the Weather</i></p>
<p><i>Content Standard B4.2.1.1 Demonstrate knowledge of environmental safety</i></p>		<p><i>Indicators: B4.2.1.1 .1. Explain ways of making the environment safe</i></p> <p><i>Performance Indicator: Learners can describe ways of making the environment safe.</i></p>
<p><i>Core Competencies and Values: communication and collaboration</i></p>		
<p><i>KEY WORDS: Citizenship, peaceful, conflict, attitude, responsibility environment.</i></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><i>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</i></p>	<p><i>Start the lesson with a rhyme</i></p> <p><i>Rain rain go away, Go and come another day Little children want to play Rain rain go away</i></p> <p><i>Or</i></p> <p><i>As I walk across the earth, thousands of things I get to see. Birds fly high, soaring higher, and on the flowers, I hear the buzz of bees.</i></p>	
<p><i>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</i></p>	<p><i>a) Learners spell, write and pronounce words related to environmental protection.</i></p> <p><i>b) Learners answer these questions to explain ways of ensuring environmental safety.</i></p> <p><i>i. Level 1 What can we do to protect plants and animals in the environment?</i></p> <p><i>ii. Level 2 How can we protect plants, animals and water bodies in our environment?</i></p>	

	<p>iii. <i>Level 3</i> <i>Is there the need to protect the environment? Why?</i></p> <p>c) <i>Learners watch pre-recorded videos on human activities that do not make the environment safe: illegal mining (galamsey), sand winning, indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.</i> https://www.youtube.com/watch?v=MOtmb6N6IIA https://www.youtube.com/watch?v=XDURzqdsyZQ https://www.youtube.com/watch?v=5TEQj_tfa50</p> <p>d) <i>Learners draw pictures on human activities that negatively affect the environment: E.g., illegal mining (galamsey), sand winning, indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.</i></p> <p>e) <i>Learners in groups play games or engage in activities/projects that teach ways of ensuring safety in the community, e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadgets after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastic products.</i></p> <p>f) <i>Assessment</i> i. <i>Point at letters for learners to identify</i> ii. <i>Point at pictures for learners to describe</i></p>	<p><i>Pre-recorded videos</i> <i>Laptop</i></p> <p><i>Pictures</i></p>
<p><i>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</i></p>	<p><i>Learners review the lesson by answering the following questions:</i></p> <p>a) <i>What have you learnt today?</i></p> <p>b) <i>What are some of the causes of an unsafe environment?</i></p> <p>c) <i>What are some of the activities that make the environment not safe for human dwelling?</i></p> <p>d) <i>What are some of the things that can be done to ensure safety in the community?</i></p>	

APPENDIX 9.2

Basic Daily Learning Plan

Basic Nine – Week 4

Name of School: Abaaform D/A JHS

<i>Date: 20th March, 2023</i>		<i>Strand 2: FAMILY LIFE</i>	
<i>Day: Monday</i>		<i>Sub-Strand 2: The Family</i>	
<i>CLASS: B. 9</i>			
<i>Content Standard: B9.2.2.1. Evaluate the institution of marriage in Ghana</i>		<i>Indicators: B9.2.2.1.1. Examine the importance of marriage as social institution in Ghana</i>	
		<i>Performance Indicators: Learners can describe the concept of family:</i>	
<i>Core Competencies and Values: Critical thinking and problem solving (CP), communication and collaboration (CC), creativity and innovation (CI)</i>			
<i>KEY WORDS: family, marriage, institution, economic activities, teenage pregnancy, drug abuse, truancy</i>			
PHASE/ DURATION	LEARNERS ACTIVITIES		RESOURCES
<i>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</i>	<i>Learners respond to leading questions by speaking and writing on what makes up a family in Ghana.</i>		

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>a) Learners pronounce the key words in the Strand/topic and explain their meaning</p> <p>b) Learners watch pre-recorded video on the concept of marriage. E.g. the family and religious sects https://youtu.be.TMc5B3EFy6s https://youtube.com/watch?v=fopt0BeXnY@feature=s_hare https://www.youtube.com/watch?v=z6wz_QpBwVU</p> <p>c) Learners think-pair-share in mixed ability groups the importance of marriage to the family. E.g. providing a stable, loving setting for children to be brought up and helping to provide economic support for parents.</p> <p>d) Learners write ways of contracting the various types of marriages in Ghana. E.g. payment of dowries, wedding, etc.</p> <p>e) Learners in mixed ability groups write and speak out the causes of broken homes in Ghana.</p> <p>f) Learners in mixed ability groups write and make presentations on the effects of broken marriages on the family structure.</p> <p>g) Correct learners' grammar and pronunciation, using correct construction and structure of speech.</p> <p>h) Give extra time to learners who are slow in writing and those with pronunciation problems</p> <p>i) Learners dramatise the effects of broken marriages on the family structure such as teenage pregnancy, drug abuse and truancy.</p> <p>j) Assessment</p> <ol style="list-style-type: none"> i. Learners state 3 effects of broken homes ii. Learners states at least 3 importance of marriage iii. Learners state at least one way of contracting marriage in Ghana 	<p>Pre-recorded videos Laptop projector</p>
<p>PHASE 3: REFLECTIO N 10MINS (Learner and Teacher)</p>	<p>Learners review the lesson by answering the following questions:</p> <ol style="list-style-type: none"> a) What have you learnt today? b) What is the concept of marriage as a social institution? c) What are some of the importance of marriage as a social institution in Ghana? d) Identify five causes of broken marriages. e) Suggest any five ways of sustaining marriages in Ghana. 	

PLC Session 10: Supporting the Teaching of the Creative Arts at the Right Level Using Literacy

<p><i>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</i></p>	<p><i>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session.</i></p>	<p><i>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session.</i></p>	<p><i>Time in session</i></p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC session 9 on Supporting the teaching of Social Studies at the right level (OWOP) using literacy which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by using what they learned in Session 9, on Supporting the teaching of Social Studies at the right level (OWOP) using literacy, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC session 9 on Supporting the teaching of Social Studies at the right level (OWOP) using literacy which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by using what they learned in Session 9, on Supporting the teaching of Social Studies at the right level (OWOP) using literacy, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment activities,</p>	<p>2.1 Introduce the session by asking a teacher to read and explain the purpose, learning outcome (LO) and learning indicators (LIs)</p>	<p>2.1 Read and explain the purpose, learning outcome (LO) and learning indicators (LIs)</p>	<p>10mins</p>

<p>making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: The main purpose of this session is to support teachers in the teaching and learning of the creative arts at the right level using literacy.</p> <p>LO: Demonstrate knowledge, understanding and application of how literacy supports the teaching, learning and assessment at the right level in creative arts (NTS 2c, 3i and 3p).</p> <p>LI 1 Identify and discuss at least three literacy strategies that support the teaching and learning at the right level in creative arts.</p> <p>LI 2 Outline at least three assessment strategies of literacy used in assessing creative arts at the right level.</p> <p>2.1 Ask teachers in pairs/ groups to identify and discuss at least three literacy strategies that support the teaching and learning at the right level in creative arts (NTS 3e, 3f and 3g). <i>E.g.</i> a) <i>Guided composition: Learners are given text and asked to perform or dramatize the content in groups or individually</i> b) <i>Singing: Learners are given a text and guided to create songs</i></p>	<p>Purpose: The main purpose of this session is to support teachers in the teaching and learning of the creative arts at the right level using literacy.</p> <p>LO: Demonstrate knowledge, understanding and application of how literacy supports the teaching, learning and assessment at the right level in creative arts (NTS 2c, 3i and 3p).</p> <p>LI 1 Identify and discuss at least three literacy strategies that support the teaching and learning at the right level in creative arts.</p> <p>LI 2 Outline at least three assessment strategies of literacy used in assessing creative arts at the right level.</p> <p>2.1 In pairs/ groups identify and discuss at least three literacy strategies that support the teaching and learning at the right level in creative arts (NTS 3e, 3f and 3g). <i>E.g.</i> <i>Guided composition: Learners are given text and asked to perform or dramatize the content in groups or individually, etc.</i></p>	
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	<p>c) <i>Story-telling: Learners are given a story to draw the characters in the story</i></p> <p>d) <i>Role-play/Pick and Act: Learners are provided with a text and asked to role-play or act, etc.</i></p> <p>2.2 Ask teachers in pairs/groups to outline at least three assessment strategies in literacy used in assessing creative arts at the right level (NTS 3i, 3j, 3k, 3l, 3m and 3n).</p> <p><i>E.g.</i></p> <p>a) <i>Matching: A test consisting of two sets of items to be matched with each other</i></p> <p>b) <i>Writing composition: Learners are given text to create or compose a pictorial image(s) from the text</i></p> <p>c) <i>Pick and Act: Learners are given words or sentences to “pick and act”</i></p> <p>d) <i>Fishbowl game: A game where learners fish out text from a bowl and identify its corresponding image/item, etc.</i></p>	<p>2.2 In pairs/groups outline at least three assessment strategies in literacy used in assessing creative arts at the right level (NTS 3i, 3j, 3k, 3l, 3m and 3n).</p> <p><i>E.g.</i></p> <p><i>Fishbowl game: A game where learners fish out text from a bowl and identify its corresponding image/item, etc.</i></p>	
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	<p><i>Refer to Appendix 10.1 for a sample lesson plan in Creative Arts for Basic 1 (KG1 – B6 teachers) and Appendix 10.2 for a sample lesson plan in Creative Arts and Design for Basic 7 (B7- B9 teachers).</i></p> <p>2.3 Ask teachers to indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3h, 3k, 3l, 3m,3n and 3p).</p> <p><i>E.g.</i></p> <ul style="list-style-type: none"> <i>a) Discussion (assessment as/for)</i> <i>b) Tracing (assessment as/of)</i> <i>c) Sketching (assessment as/of), etc.</i> 	<p><i>Refer to Appendix 10.1 for a sample lesson plan in Creative Arts for Basic 1 (KG1 – B6 teachers) and Appendix 10.2 for a sample lesson plan in Creative Arts and Design for Basic 7 (B7- B9 teachers).</i></p> <p>2.3 Indicate how the lesson will be assessed using assessment as, assessment for and assessment of learning activities (NTS 3h, 3k, 3l, 3m,3n and 3p).</p> <p><i>E.g.</i></p> <p><i>Discussion (assessment as/for)</i></p>	10 mins
<p>3. Modelling a teaching activity, making links with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>3.1 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their colleagues taking into consideration GESI, SEL ICT and 21st century skills (NTS 3a,3b, 3c, 3e,3f, 3g, 3h, 3i and 3j).</p> <p>3.2 Ask teachers to provide feedback on the modelled lesson (NTS 1a, 2c, 3k and 3l).</p>	<p>3.1 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking into consideration GESI, SEL ICT and 21st century skills (NTS 3a,3b, 3c, 3e,3f, 3g, 3h, 3i and 3j).</p> <p>3.2 Provide feedback on the modelled lesson (NTS 1a, 2c, 3k and 3l).</p>	15mins

<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually and write what they have learned in the session and share with the larger group (NTS 1a and 1b).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 10 and provide feedback to them (NTS 3I).</p> <p>4.3 Remind teachers to read Session 11 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>4.1 Reflect individually and write what you have learned in the session and share with the larger group (NTS 1a and 1b).</p> <p>4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session 10 and provide feedback to you (NTS 3I).</p> <p>4.3 Read Session 11 of the PLC Handbook in preparation for the next PLC session (NTS 3a).</p>	<p>5 mins</p>
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Appendix 10.1

Sample lesson plan in Creative Arts (Basic 1).

An example of an outline for teaching Thinking and Exploring Ideas from the Standards-based Curriculum

DAILY LESSON NOTES

BASIC: 1 **WEEK:** *Name of School: HAMILE T.I D/A PRIMARY SCHOOL*

<i>Date:</i>		<i>Strand: Visual Arts</i>
<i>Day:</i>		
<i>Class: B 1</i>		
<i>Content Standard: B1.1.1.1: 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</i>		<i>Sub-Strand: Thinking and exploring ideas</i>
		<i>Indicators: B1.1.1.1.1: 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.</i>
		<i>Performance Indicator: Sketch and make artworks that reflect the history of the local people and their culture</i>
<i>Core Competence: Collaboration and communication, critical thinking and problem solving</i>		
<i>Values: Decision making, tolerance and respect</i>		
<i>KEY WORDS: palace, chief</i>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<i>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</i>	<i>Learners sing or recite a familiar song or rhyme with actions to liven up the class for the lesson</i>	

<p><i>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</i></p>	<ul style="list-style-type: none"> <i>i. A visit to the chief's palace for a historical talk about the history and culture of the local people</i> <i>ii. Teacher leads a whole discussion on what learners learned</i> <i>iii. A short video on any traditional event within the locality is played for learner to watch (https://youtu.be/aTPIJux6XKc)</i> <i>iv. In pairs/groups, learners share the message in the video they watched</i> <p>ASSESSMENT: <i>Learners display their sketches generated from own ideas that reflect the history and culture of the local people.</i></p> <ul style="list-style-type: none"> <i>i. Level 1 Tracing: Learners trace historical pictures of the local people</i> <i>ii. Level 2 Still-sketching: Learners sketch historical artwork placed before them</i> <i>iii. Level 3 Imaginative sketching: Learners sketch historical artwork generated from their own imagination</i> 	<p><i>Pre-recorded videos, Pictures/videos of historical sites, chief's palace, ancestral homes, artworks, Migration map etc.</i></p>
<p><i>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</i></p>	<p><i>Have learners discuss:</i></p> <ul style="list-style-type: none"> <i>1. Their impressions about the lesson.</i> <i>2. What other things they want to know about the people</i> <p>INDEPENDENT ACTIVITY: <i>Have learners undertake the following in preparation for the next lesson.</i></p> <ul style="list-style-type: none"> <i>i. Refine their sketches based on their ideas</i> <i>ii. Identify the suitable but appropriate media and method to use for their works</i> 	

Appendix 10.2

Sample lesson plan in Creative Arts (Basic 7).

An example of an outline for teaching Thinking and Exploring Ideas from the Standards-based Curriculum

DAILY LESSON NOTES

BASIC 7

WEEK:

Name of School: BUSIGYA D/A JHS

<p>DATE: DAY: CLASS: B 7</p>	<p>STRAND: Creative Arts SUB-STRAND: Media and Techniques</p>
<p>CONTENT STANDARD: B7. 2.1.1.1. Visual Arts Demonstrate understanding of relevant Visual Arts media and techniques and their application in still-life drawing, pattern making and modelling.</p>	<p>INDICATORS: B7 2.1.1.1. Identify and determine the nature and uses of tools, materials and techniques needed for still-life drawing and shading, pattern making and modelling.</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> a) Identifying and discussing basic shapes such as the cube, cone and sphere and determine their nature b) Discussing and determining what makes an object 3D rather than 2D, such as the width, length and depth and the formation of light and shadow on the object. c) Observing and discussing the effect of light on an object and how to apply it in drawing and shading in tones. d) Identifying techniques in stilllife drawing and shading using a variety of media. e) Practicing the techniques used in drawing and shading still-life object.
<p>CORE COMPETENCE: Collaboration and Communication, Critical Thinking and Problem Solving</p>	
<p>VALUES: Decision making, tolerance and respect</p>	
<p>KEY WORDS: Media, techniques, modelling, realia, equipment, still-life, pattern making</p>	<p>REFERENCE: MOE (2019) Teachers Resource Pack for CAD, p 42-43</p>

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>i. Show a 5-minute video/realia/ pictures on techniques in still-life drawing and shading</p> <p>ii. Learners answer questions to motivate them on tools and materials for still-life drawing and shading.</p>	<p>Online resource: Shading techniques https://www.youtube.com/watch?v=tGx4sypoPjY</p> <p>pencils, paper, charcoal pencils, pastels, pens, cutters, crayon, etc.</p>
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>i. Learners identify and discuss basic shapes such as the cube, cone and sphere and determine their nature</p> <p>ii. Learners observe and discuss the effect of light on an object and how to apply it in drawing and shading in tones</p> <p>iii. Learners thought-shower and reflect on techniques in still-life drawing and shading. Examples: hatching, cross-hatching, smoothing and stippling</p> <p>iv. Learners identify the skills in creating still-life drawing and some techniques in shading.</p> <p>v. Learners practice the techniques used in drawing and shading still-life object</p> <p>ASSESSMENT: Learners display their sketches generated from own ideas that reflect the history and culture of the local people.</p> <p>i. Level 1 Tracing: learners trace historical pictures of the local people</p> <p>ii. Level 2 Still-sketching: learners sketch historical artwork placed before them</p> <p>iii. Level 3 Imaginative sketching: learners sketch historical artwork generated from their own imagination</p>	<p>3D and 2D objects</p>

PHASE 3: REFLECTION 10MINS (Learner and Teacher)	<i>Learners display artworks for reflection, and use appropriate language to give supportive and informative peer and self-evaluation. Example: "The work used the stippling technique to achieve a range of tones".</i>	
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PLC Session 11: Supporting the Teaching of Literacy at the Right Level in the Creative Arts

<p>Focus: the bullet points provide the frame for what is to be done in the session. The writer should use the bullets to guide what they write for the PLC Coordinators and teachers to do and say during each session. Each bullet needs to be addressed</p>	<p>Guidance notes on Leading the session. What the PLC Coordinator will have to say during each stage of the session.</p>	<p>Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session.</p>	<p>Time in session</p>
<p>1. Introduction</p>	<p>1.1 Start the PLC session by asking teachers to share what they did differently in the classroom or elsewhere based on PLC Session 10, on supporting the teaching of the creative arts at the right level using literacy, which they think impacted learning positively.</p> <p>1.2 Ask teachers to discuss and summarise in a single sentence why they think what their colleague did by using what they learned in Session 10, on supporting the teaching of the creative arts at the right level in literacy, supported learning.</p>	<p>1.1 Share what you did differently in the classroom or elsewhere based on PLC Session 10, on supporting the teaching of the creative arts at the right level using literacy, which you think impacted learning positively.</p> <p>1.2 Discuss and summarise in a single sentence why you think what your colleague did by using what you learned in Session 10, on supporting the teaching of the creative arts at the right level in literacy, supported learning.</p>	<p>20mins</p>
<p>2. Planning for teaching, learning and assessment activities, making links</p>	<p>2.1 Introduce the session by asking a teacher to read and explain the purpose, learning outcome (LO) and learning indicators (LIs).</p>	<p>2.1 Read and explain the purpose, learning outcome (LO) and learning indicators (LIs).</p>	<p>10 mins</p>

<p>with the Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>Purpose: The purpose of this session is to support teachers on the teaching and learning of literacy at the right level using creative arts. It also aims at broadening teachers' knowledge on teaching and learning resources that can be used to facilitate the teaching and learning of literacy.</p> <p>LO: Demonstrate knowledge, understanding and application of how the creative arts can be applied to support the teaching and learning of literacy at the right level (NTS 2a, 2c, 2f, 3e, 3f, 3h, 3i and 3j).</p> <p>LI 1 Identify at least four creative arts materials that can be used to support the teaching and learning at the right level in literacy. LI 2 Describe how the creative arts materials can be used to support the teaching and learning of literacy.</p> <p>2.1 Ask teachers in pairs/groups to describe at least four creative arts materials that can be used to support the teaching and learning of literacy (NTS 3e, 3f, 3g, 3i and 3j). <i>E.g.</i> a) <i>Clay is used to mould letters of the alphabet and objects depicting sounds of the letters</i></p>	<p>Purpose: The purpose of this session is to support teachers on the teaching and learning of literacy at the right level using creative arts. It also aims at broadening teachers' knowledge on teaching and learning resources that can be used to facilitate the teaching and learning of literacy.</p> <p>LO: Demonstrate knowledge, understanding and application of how the creative arts can be applied to support the teaching and learning of literacy at the right level (NTS 2a, 2c, 2f, 3e, 3f, 3h, 3i and 3j).</p> <p>LI 1 Identify at least four creative arts materials that can be used to support the teaching and learning at the right level in literacy. LI 2 Describe how the creative arts materials can be used to support the teaching and learning of literacy.</p> <p>2.1 In pairs/groups describe at least four creative arts materials that can be used to support the teaching and learning of literacy (NTS 3e, 3f, 3g, 3i and 3j). <i>E.g.</i> <i>Clay is used to mould letters of the alphabet and objects depicting sounds of the letters, etc.</i></p>	
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	<p>b) <i>Feather is used to teach starters tripod grip. This helps to develop the fine motor skills</i></p> <p>c) <i>Poster/Portrait is given to learners to create or write a composition from it</i></p> <p>d) <i>Graphics are given to learners to read and gather facts for creative writing, etc.</i></p>		
	<p><i>Refer to Appendix 11.1 for a sample lesson plan in Creative Arts and Design for Basic 7 (for B7 – B9 teachers) and Appendix 11.2 for a sample lesson plan in Creative Arts for Basic 3 (for B1- B3 teachers).</i></p> <p>2.3 Ask teachers to indicate how the lesson will be taught using appropriate pedagogies and assessment methods for teaching at the right level (NTS 1a, 1b, 3a, 3e, 3i, 3j, 3k, 3l, 3m and 3p). E.g.</p> <p>a) <i>Creating artifacts – assessed through observation</i></p> <p>b) <i>Exploration – assessed through assignment</i></p> <p>c) <i>Description – assessed through the use of a mark(ing) scheme</i></p> <p>d) <i>Drawing – assessed by a jury</i></p> <p>e) <i>Moulding – assessed through observation, etc.</i></p>	<p><i>Refer to Appendix 11.1 for a sample lesson plan in Creative Arts and Design for Basic 7. (for B7 – B9 teachers) and Appendix 11.2 for a sample lesson plan in Creative Arts for Basic 3 (for B1- B3 teachers).</i></p> <p>2.3 Indicate how the lesson will be taught using appropriate pedagogies and assessment methods for teaching at the right level (NTS 1a, 1b, 3a, 3e, 3i, 3j, 3k, 3l, 3m and 3p). E.g.</p> <p><i>Creating artifacts – assessed through observation</i></p>	10 mins
3. Modelling a teaching activity, making links with the	3.1 Ask a teacher to model a teaching activity in the sample lesson plan for feedback from their	3.1 Model a teaching activity in the sample lesson plan for feedback from your colleagues taking	15mins

<p>Pre-Tertiary (standards-based) Curriculum and using GESI, SEL, ICT and 21st century skills</p>	<p>colleagues taking into consideration GESI, SEL, ICT and 21st century skills (NTS 2f, 3a, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3k, 3l and 3p).</p> <p>3.2 Ask teachers to provide feedback on the modelled lesson (NTS 3f, 3l and 3n).</p>	<p>into consideration GESI, SEL, ICT and 21st century skills (NTS 2f, 3a, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3k, 3l and 3p).</p> <p>3.2 Provide feedback on the modelled lesson (NTS 3f, 3l and 3n).</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> ○ Noting that teachers need to identify critical friends to observe lessons and report at next session 	<p>4.1 Ask teachers to reflect individually and write what they have learned in the session and share with the larger group (NTS 1a, 1b and 1e).</p> <p>4.2 Remind teachers to, where appropriate, identify a colleague to observe them while they teach their lesson in relation to PLC Session 11 and provide feedback to them (NTS 1a, 1b, 1e, 3l and 3n).</p>	<p>4.1 Reflect individually and write what you have learned in the session and share with the larger group (NTS 1a, 1b and 1e).</p> <p>4.2 Where appropriate, identify a colleague to observe your lessons in relation to PLC Session 11 and provide feedback to you (NTS 1a, 1b, 1e, 3l and 3n).</p>	<p>5 mins</p>

Appendix 11.1




Sample lesson plan in creative arts (Basic 7).

An example of an outline for teaching Design in Nature and the Man-made Environment from the Standards-based Curriculum

DAILY LESSON NOTES

Basic: 7 **Week:** **Name of School:** KANGUOL R/C JHS

<p>DATE:</p> <p>DAY:</p> <p>CLASS: B 7</p>	<p>STRAND: DESIGN</p> <p>SUB-STRAND: Design in Nature and the Man-made Environment</p>
<p>CONTENT STANDARD: B7. 1.1.1: Demonstrate understanding of design as a concept in relation to the elements and principles of design and as a medium for creative expression of design in nature and the man-made environment</p>	<p>INDICATORS: B7 1.1.1.2: Research to identify and record what constitutes the ‘elements of design’ in nature and as building blocks for composition and creative expression of ideas.</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> i. Identifying and describing the elements of design found in their immediate environment. ii. Classifying identified elements of design by source as natural or man-made. iii. Applying available tools and materials to create elements of design that reflect those found in nature and the man-made environment. iv. Applying knowledge and skills in creating elements of design in a sustainable manner
<p>CORE COMPETENCE: Collaboration and Communication, Critical thinking and problem solving, Creativity and innovation</p> <p>VALUES: Decision making, tolerance and respect.</p>	
<p>KEY WORDS: Dot, line, shape, texture, colour, value, form, space, and perspective.</p>	<p>REFERENCE: MOE (2019) Creative Arts and Design Resource Pack, p. 32</p>

PHASE/ DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Learners describe the elements of design found in the natural environment</p> <p style="text-align: center;">Natural Elements</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Line</p> </div> <div style="text-align: center;">  <p>Dot</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  <p>Texture</p> </div>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<ol style="list-style-type: none"> i. Treat keywords with the learners. ii. Learners watch video on natural environment and think of the possible tools, materials and equipment used in designing (https://www.youtube.com/watch?v=fFCnQnpFYRM) iii. In groups, discuss how to apply the tools, materials and equipment in making elements of design from nature (e.g., Eye as Dot, Tail as Line, etc.). iv. Apply knowledge and skills acquired in making elements of design from nature. <p>ASSESSMENT:</p> <ol style="list-style-type: none"> i. Learners are given differentiated tasks to practice drawing, modelling and creating an artifact using different tools to create various techniques in making elements of design. ii. Learners explore their immediate environment to identify elements of design from both man-made and natural settings. 	<p>Pencils, paper, charcoal, pastel, crayon, scissors, brushes, etc.</p>
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Learners talk about the steps involved in making elements of design from both natural and man-made environments in a sustainable manner with peers for feedback.</p>	

Appendix 11.2

Sample lesson plan in creative arts (Basic 3).

An example of an outline for teaching Displaying and Sharing through Exhibition and Performance from the Standards-based Curriculum

DAILY LESSON NOTES

Basic: 3 **Week:** **Name of School:** KORO D/A PRIMARY SCHOOL

DATE:	STRAND: PERFORMING ARTS	
DAY:	SUB-STRAND: Displaying and Sharing through Exhibition and Performance	
CLASS: B 3		
CONTENT STANDARD: B3.2.3.5: 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 event	INDICATORS: 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	
	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 COMPETENCE: Collaboration and Communication, Critical thinking and problem solving, Creativity and innovation		
VALUES: Decision making, tolerance and respect.		
KEY WORDS: choreograph, movement patterns		REFERENCE: MOE (2019) Creative Arts and Design Resource Pack, p. 187-188
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<ul style="list-style-type: none"> i. Start the class with a greeting song – Call and Response ii. Call on a few individual learners to sing back iii. Pay special attention to learners who have difficulty in singing back. They need special attention iv. Use simple So and Mi patterns. E.g.: Teacher: s- m- s- m Hel - lo Chil - dren Learners: s – m – s - m Hel- lo Teach- er 	

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>i. 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.</p> <p>ii. 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.</p> <p>iii. Guide learners to:</p> <p>a) Select about two or three performances to share with the public.</p> <p>b) Suggest rehearsal days</p> <p>c) Identify costumes and props for the performances</p> <p>d) Let learners select a 3-member organisational committee to plan the event.</p> <p>e) Deciding on, the date for performance, who to invite: peers and teachers from other classes, parents and other stakeholders</p> <p>ASSESSMENT: Learners answer questions on:</p> <p>a) the performances selected</p> <p>b) the dates for rehearsal</p> <p>c) the date for the performance</p>	<p>Costumes, Props, Musical instruments, etc.</p>
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>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</p>	