

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 10
BASIC SIX

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 10

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.3.4. B6.2.8.1.3. B6.3.12.1.1. B6.4.15.1.1 B6.5.10.1.1. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.</p> <p>B. Learners can ask and answer questions based on a passage read</p> <p>C. Learners can form and use adverb phrases correctly.</p> <p>D. Learners can write to friends to express their views on given topics using appropriate letter formats</p> <p>E. Learners can check pieces of literary work for spelling</p> <p>F. Learners can read and critique a variety of age - and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE</p> <p>Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience context and culture.</p> <p>Identify and use the appropriate register for formal and informal contexts</p> <p>Present sample speeches to groups to study.</p> <p>Provide topics and guide learners to identify related key vocabulary.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING (Silent Reading)</p> <p>Prepare learners adequately before reading activities. E.g. Discussion of background knowledge, title and accompanying pictures of the reading text, prediction.</p> <p>Provide “While-reading” questions. Have learners read the text silently.</p> <p>Assign learners to answer a variety of questions based on the text e.g.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		factual, inferential and applicative questions.	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>C. GRAMMAR <i>(Adverb Phrase)</i></p> <p>Revise adverbs of manner, place and time.</p> <p>Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word.</p> <p>Provide several examples in context for learners to read out.</p> <p>Provide short texts for learners to identify the adverb phrases.</p> <p>Let learners use the adverb phrases in sentences. E.g. He comes to the house every day.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. WRITING <i>(Letter Writing)</i></p> <p>Discuss the features of informal letters with learners.</p> <p>Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters.</p> <p>Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic.</p> <p>Learners identify purpose and audience and make a mind map to guide the writing.</p> <p>Each group writes an informal letter and edits it. The letters are passed round the groups for editing.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.</p> <p>Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson.</p>

	<p>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>Let their story begin from this end. Use a variety of local stories.</p> <p>Each effort is followed by editing focused on spelling.</p> <p>Learners write their stories in groups and as individuals.</p> <p>Guide learners to create additional groups to correct spellings of words.</p> <p>F. <u>EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Have learners present a two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 157
Learning Indicator(s)	B6.4.1.2.3
Performance Indicator	Design and administer a questionnaire for collecting data to answer given questions
Strand	Data
Sub strand	Data Collection & Organization
Teaching/ Learning Resources	Class registers, school based assessment
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																				
Monday	<p>Can you work out what number will be at the top of the pyramid?</p>	<p>Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question.</p> <p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
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Tuesday	<p>Can you make a pyramid with 100 at the top?</p>	<p>Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question.</p> <p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
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Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question.</p> <p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
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Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>																				

		<p>line graphs and the results to solve problems.</p> <p>They may do surveys on the following situations or issues:</p> <p>(a) The type of drinks to buy for a class party.</p> <p>(b) The make of sport shoes to buy for all P6 students.</p> <p>(c) The make of school bag to buy for all P6 students.</p>	<p>Give remedial learning to those who may need special help.</p>
<p>Friday</p>	<p>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p>	<p>Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs and the results to solve problems.</p> <p>They may do surveys on the following situations or issues:</p> <p>(a) The type of drinks to buy for a class party.</p> <p>(b) The make of sport shoes to buy for all P6 students.</p> <p>(c) The make of school bag to buy for all P6 students.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>

Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 45		
Learning Indicator(s)	B6.5.3.1.1		
Performance Indicator	Learners can identify the scientific concepts and principles underlying the operation of some industries		
Strand	Humans & The Environment		
Sub strand	Science & Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Learners watch a video of kenkey and salt production processes.</p> <p>Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre.</p> <p>Learners must observe the activities and interact with people at the workplace.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the industries visited.</p> <p>Build vocabulary of learners by explaining key terms such as evaporation, salting-out, fermentation and saponification.</p> <p>Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 61		
Learning Indicator(s)	B6.5.1.1.1.		
Performance Indicator	Explain how Ghana co-operates with other nations		
Strand	Our Beliefs And Values		
Sub strand	Our Neighboring Countries		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Learners talk about the reasons why Ghana should continue to co-operate with other nations e.g.</p> <p>i. Some ethnic groups cut across political boundaries. E.g. Ewes in Ghana, Togo and Benin; Sissalas in Ghana and Burkina Faso.</p> <p>ii. She cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, tomato from Burkina Faso, eggs from La Cote D'Ivoire.</p> <p>iii. Ghana also trades with some of her neighbors. e.g. Ghana used to sell electricity to Togo and Cote D'Ivoire.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners dramatize the processes to follow in accepting help from other nations e.g.</p> <p><i>i. Be wise so that the help will not be used as way to control your country.</i> <i>ii. Find out whether the help will not lead to negative effects on individuals or the country.</i> <i>iii. Find out if there is a hidden motive.</i> <i>iv. Decide on whether your nation is willing to be a friend to the nation giving the help or not.</i></p> <p>Accept the help if it will not have negative effects on the nation.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Let learners, in groups, discuss attitudes and behaviors of a responsible family member: - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> Guide learners to discuss the importance of being committed to the family: - <i>to promote unity,</i> - <i>to gain respect,</i> - <i>to be considered a trustworthy person,</i> - <i>to uplift family image, etc.</i>	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.

Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 46		
Learning Indicator(s)	B6.6.2.1.1		
Performance Indicator	Identify the leaders of the coup d'états and names of their regimes.		
Strand	Independent Ghana		
Sub strand	Military Rule		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p> 	<p>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Major General William Kwasi Akuffo</p> <p>William Kwasi Akuffo born on 21 March 1937, was a soldier and Politian. He was a chief of defense staff of the ghana armed forces and a head of state and chairman of the ruling military council in Ghana from 1978 to 1979. He came to power in a miliatry coup against the government of Kutu Achempong, was overthrown in another military coup and excuted three weeks later.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson</p>	<p>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Flt Lt. Jerry John Rawlings</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B6.1.2.2 B6.1.2.3
Performance Indicator	Learners can creating own artworks that reflect the physical and social environments of some communities in the world
Strand	Visual Arts & Performing Arts
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> 	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners pictures of the dance for them to talk about it.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Adowa dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.5.7.1.1-3		
Performance Indicator	Learners can fill in missing words from a short passage.		
Strand	Writing Conventions/ Usage		
Sub strand	Integrating Grammar In Written Language (Spelling)		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and recite rhymes <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Give a passage to learners to read. Select all the nine and ten letter words in the passage and write them on the board. Discuss the words with learners. Spell out, together with learners, the words on the board. Call individual learners to spell the words to the class. Dictate the words for learners to write in their books. Put learners into groups and do a spelling game among the groups	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Give a passage with nine and ten letter words missing from it. Write the missing words on the board. Ask learners to fill in the missing words in the passage.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes <u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Read passages for learners to listen to. Discuss the unfamiliar words. Give the passages to learners to read. Dictate the passage for the learners to write.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.4.6.4.7		
Performance Indicator	Discuss with learners the capabilities of the various body types.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners discuss the body types: Mesomorph- medium body type and ectomorph-slim body type.</p> <p>Learners identify capabilities of various body types such as mesomorph-long distance runners', endomorphs- good swimmers, throwers, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Six
Subject	COMPUTING
Reference	Computing curriculum Page 53
Learning Indicator(s)	B6.6.10.1.1.-2
Performance Indicator	Explain Internet etiquette and how to deal with it. Investigate on the responsible use of computers.
Strand	Internet And Social Media
Sub strand	Internet Etiquette
Teaching/ Learning Resources	Pictures or projected images
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to explain Internet etiquette and elaborate on some rules associated with it.</p> <p><i>Internet etiquette are the rules and regulations that governs how users use the internet.</i></p> <p>Guide learners to investigate on the responsible use of computers.</p> <p>i. Information privacy ii. Copy right. Hardware, Software and information theft</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>