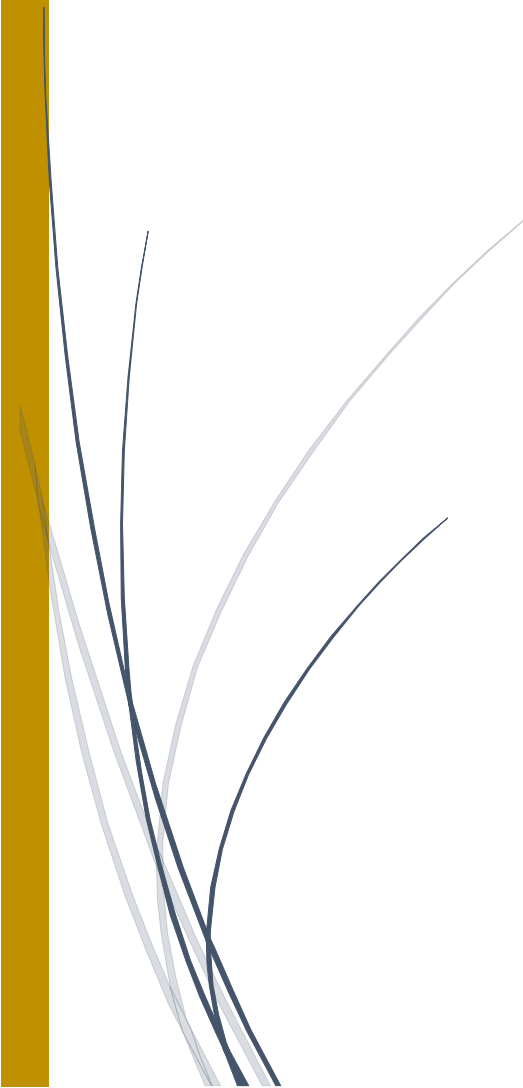


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**SAMPLE LESSON NOTES-WEEK I**  
BASIC FOUR

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Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK I

### BASIC FOUR

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B4.1.6.3.1. B4.2.6.3.2 B4.3.5.1.3. B4.4.10.1.1. B4.5.8.1.1. B4.6.1.1.1
<b>Performance Indicator</b>	<p>A. Learners can engage in collaborative conversation on topics such as myself, family etc. with peers</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can use the simple present form of verbs in sentences:</p> <p>D. Learners can write about real or imagined experiences or events</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards and a class library
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration	

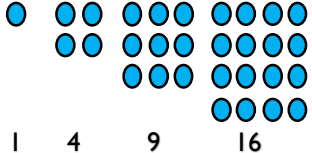
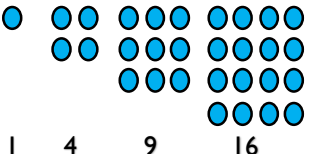
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p style="text-align: center;"><b>A. ORAL LANGUAGE</b> (Conversation)</p> <p>Model describing yourself: e.g. name, physical features, character, likes and dislikes etc.</p> <p>Guide learners with appropriate questions to give oral descriptions of themselves.</p> <p>Select and describe a family member using relevant vocabulary e.g. – sister/brother/parent – name, age – how he/she looks like – Shape of face, facial marks if any, etc.</p> <p>Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located.</p> <p>Have learners mention names of persons in politics such as Ministers for Education, Health, Agriculture, etc.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>

		<p>Through questions and answers have learners talk about the roles and duties of these ministers.</p> <p>Individually, ask learners to talk about their favorite personalities in sports, music, etc.</p>	
Tuesday	<p>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p><b>B. READING</b> (Vocabulary)</p> <p>Reverse the meaning of the terms using examples.</p> <p>Have learners play games (e.g. <i>Synonym Tree Game</i>) to reinforce their knowledge of antonyms and synonyms.</p> <p>Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary.</p> <p>Learners may match words with their synonyms/antonyms.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> <p>This can also be played with high frequency words that the children know.</p>	<p><b>C. GRAMMAR</b> (verbs)</p> <p>Using several examples demonstrate the use of the simple present form of verbs in the sentences</p> <ul style="list-style-type: none"> <li>– Habitual actions. e.g. i. Esi reads every day. ii. Joe sweeps every morning.</li> </ul> <p>Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning.</p> <ul style="list-style-type: none"> <li>– Timeless and universal statements. e.g. i. The sun rises in the east and sets in the west. ii. Ghana is in Africa.</li> </ul> <p>Provide ample practice using language drills.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>
Thursday	<p>Engage learners in the “What word am I writing game”</p> <p>Put learners into groups of two. The teacher writes a word in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p><b>D. WRITING</b> (Narrative Writing)</p> <p>Guide learners to narrate an event they participated in e.g. my first day at the national theatre.</p> <p>Learners tell the story sequentially with a guide of a map built.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>

		<p>Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.</p> <p>Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.</p> <p>Learners edit their work first in their groups, then across groups.</p> <p>Let learners then publish their stories on the class notice board so each group can read another's story.</p>	
Friday	<p>Learners stand in a big circle. Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the first letter of their name. for example: Precious Princess, Tiny Timothy etc.</p> <p>Engage learners in the "popcorn reading" game</p> <p>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><b><u>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> (Using Conjunctions)</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. Musa <b>and</b> Kuma are good friends. ii. Kwame is hard working but Abena is lazy.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other's work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p> <p><b><u>F. EXTENSIVE READING</u></b></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</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>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 12		
<b>Learning Indicator(s)</b>	B4. 1.1.3.3-5		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can determine the lowest common multiple (LCM) of at least any two given numbers up to 100.</li> <li>❖ Learners can recognize the relationship between factors and multiples.</li> <li>❖ Learners can generate and analyze patterns in square numbers</li> </ul>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting, Representation And Cardinality		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Guide learners to identify and list the set multiples of given numbers using skip counting E.g. <i>The set of multiples 5 and 10.</i> $5 = \{ 5, 10, 15, \dots, 100 \}$ $10 = \{ 10, 20, 30, \dots, 100 \}$  Guide learners to list the set of common multiples of any two or more given numbers between 0 and 100. e.g. <i>find the common multiples of 2 and 3.</i> $2 = \{ 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 \}$ $3 = \{ 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 \}$ <i>The common numbers are</i> $= \{ 6, 12, 18 \}$  Assessment: Engage learners to solve several examples.	Ask learners to tell you what they have learnt  Give learners individual or home task.  List the multiples for the following numbers a) 4 b) 5 c) 6 d) 7 e) 8 f) 9 g) 12 h) 14 i) 15 j) 16
Tuesday	Review learners understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson.	Introduce the vocabulary terms to learners. That is least common multiples (LCM).  Revise with learners on multiples of numbers.  Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM). E.g. <i>find the LCM of 5 and 10.</i> $5 = \{ 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 \}$ $10 = \{ 10, 20, 30, 40, 50 \}$ Common numbers = $\{ 10 \}$	Ask learners to tell you what they have learnt  Give learners individual or home task.  Find the LCM for i. 2 and 3 ii. 4 and 7 iii. 10 and 15 iv. 20 and 5

		Assessment: Engage learners to solve several examples.																									
Wednesday	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Have learners recite some multiplication facts up to 12</p> <p>Explain to learners what factors of numbers means.</p> <p>Factors represent the numbers that we can multiply to get a bigger number called the product or multiple.</p> $  \begin{array}{c}  4 \times 3 = 12 \\  \swarrow \quad \searrow \quad   \\  \text{Factors} \quad \quad \text{Product}  \end{array}  $ <p>Since <math>12 = 4 \times 3</math>, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4.</p> <p>Guide learners to break given multiples into factors and pairs of factors of given numbers.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>Copy and complete the table</p> <table border="1"> <thead> <tr> <th>Numbers</th> <th>factors</th> </tr> </thead> <tbody> <tr><td>10</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td></td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td></td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td></td></tr> <tr><td>18</td><td></td></tr> <tr><td>19</td><td></td></tr> <tr><td>20</td><td></td></tr> </tbody> </table>	Numbers	factors	10		11		12		13		14		15		16		17		18		19		20	
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Thursday	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: <math>888+88+8+8+8</math></p>	<p>Guide learners to Investigate with even and odd numbers.</p> <p>Engage learners to play the sharing game to demonstrate even and odd numbers.</p> <p>First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books,</p> <p>Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be remainder of one. Let learners record the number 3 down in their books.</p> <p>Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. Example: {2,4,6,8,10,12,14,16...}</p> <p>Guide learners to Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>List the even numbers between 1 and 50</p> <p>List all the odd numbers between 10 and 100</p>																								

		of 5? (This is also known as the divisibility test).	
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>We class four          We can count          We count 1,2,3,4,5          We count 6,7,8,9,10          We class four can count very well.</p>	<p>Put learners into convenient groups and provide each group adequate number of bottle tops, an A4 sheet and a 30cm ruler and ask them to generate square numbers by continuing the arrangement shown below up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 ... )</p>  <p>1      4      9      16</p> <p>Investigate the relationship between square numbers and the sum of consecutive odd numbers.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>Study the figure below and continue for the next 4 terms</p>  <p>1      4      9      16</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 12		
<b>Learning Indicator(s)</b>	B4.4.3.1.1		
<b>Performance Indicator</b>	Learners can demonstrate understanding of elastic and compressional forces and their everyday applications		
<b>Strand</b>	Forces And Energy		
<b>Sub strand</b>	Forces And Movements		
<b>Teaching/ Learning Resources</b>	Balls, tables, chairs, plants, balloons, bottle, bottle opener		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p>	<p>Revise with learners to explain force and demonstrate how it causes movement</p> <p>Learners engage in simple demonstrations on how forces cause movement.</p> <p>(1) Rubbing pens in the hair and using it to pick pieces of paper. (2) Using a magnet to attract iron nails or pins. (3) Throwing stones into water in a bucket will cause the water to shake. (4) Push a toy car down on the floor.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners bring catapults, rubber bands, springs and bicycle pumps to class.</p> <p>Guide learners to demonstrate different effects of forces, E.g. by kicking a ball in different directions, pushing a table, and crumpling a piece of paper or stopping a moving toy.</p> <p>Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class.</p> <p>Learners to discuss how elastic and compressional forces are applied in everyday life</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 15		
<b>Learning Indicator(s)</b>	B4.4.1.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate how to show good manners in the home, school and community		
<b>Strand</b>	Our Nation Ghana		
<b>Sub strand</b>	Being A Citizen		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners sing some patriot songs to prove how good citizens they are.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Revise with learners the meaning of acceptable manners.</p> <p>Manners are attitudes and behaviors that society accept or frowns on.</p> <p>Learners work in groups to identify good manners in the Community E.g. Greeting, Courtesy, Commitment, Love, Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism, Hard work.</p> <p>Learners talk about things they can do to uphold values in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners talk about the importance of observing good manners or etiquette in the home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respect for the elderly, obedience to authority, respect the Constitution of Ghana.</p> <p>Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

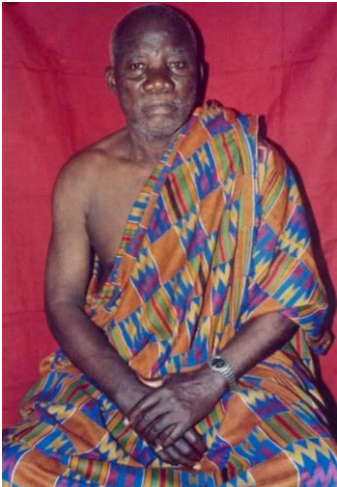

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 31		
<b>Learning Indicator(s)</b>	B4.5.1.1.1		
<b>Performance Indicator</b>	Learners can explain authority at home, school and in the community.		
<b>Strand</b>	The Family, Authority and Obedience		
<b>Sub strand</b>	Authority And Obedience		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners sing religious songs they are familiar with.</p> <p>Have learners to summarize what they learnt during their previous Sunday school church service.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community.</p> <p>In a community, the chief and his elders rule over the people. They make rules and laws for the inhabitants. They punish who ever goes contrary to the laws</p> <p>Also, members of parliament, metro, municipal and district chief executives are also considered to have authority in the community. They represent the President in the community. They also ensure that government policies are implemented.</p> <p>Religious leaders like the pastor, imam and traditional priest are also seen as people in authority in the community. They preside on their followers and teach them what to do.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>HISTORY</b>

<b>Reference</b>	History curriculum Page 26		
<b>Learning Indicator(s)</b>	B4.4.I.I.I.		
<b>Performance Indicator</b>	Examine the Bond of 1844		
<b>Strand</b>	Colonization and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Establishing Colonial Rule in Ghana		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p>	<p>Discuss with learners the events leading to the signing of the Bond of 1844.</p> <p>The bond of 1844 was a peaceful agreement signed on the 6<sup>th</sup> march 1844 between commander Hill and 8 Fante chiefs.</p> <p>The bond of 1844 was signed because the british wanted the people of gold coast to end their bad practices such as slaves and human sacrifice. The chiefs of the southern state wanted the british to protect their people and territories from attacks and free them from the control of the Ashantis</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review 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>Using primary evidence provide students with the content of 1884 and discuss it with them.</p> <p><i>” 1. Whereas power and jurisdiction have been exercised for and on behalf of Her Majesty the Queen of Great Britain and Ireland, within divers countries and places adjacent to Her Majesty’s forts and settlements on the Gold Coast; we, chiefs of countries and places so referred to, adjacent to the said forts and settlements, do hereby acknowledge that power and jurisdiction, and declare that the first objects of law are the protection of individuals and of property.</i></p> <p><i>” 2. Human sacrifices, and other barbarous customs, such as ritual killings, are abominations, and contrary to law.</i></p> <p><i>“3. Murders, robberies, and other crimes and offences, will be tried and enquired of before the Queen’s judicial officers and the chiefs of the districts, molding the customs of the country to the general principles of British law.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

<b>Week Ending</b>	
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<b>Class</b>	Four
<b>Subject</b>	<b>CREATIVE ARTS</b>
<b>Reference</b>	Creative Arts curriculum Page 28
<b>Learning Indicator(s)</b>	B4.1.1.1.3
<b>Performance Indicator</b>	Learners can generate ideas by studying visual artworks created by selected Ghanaian visual artists that reflect the natural and manmade environments of some communities in Ghana
<b>Strand</b>	Visual Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Learners sing songs and recite rhymes about work.</p> <p>Show a picture of renowned kwame Amoah to learners.</p> 	<p>Let Learners study the visual artworks of some selected Ghanaians.</p> <p><b>KWAME AMOAH</b> James Kwame Amoah was born on 3 July 1943 in Agona. He is a ceramic artist and is well known for his ceramic works. He obtained his bachelor's degree in Arts at KNUST Kumasi Ghana in 1996. Kwame is popular for producing a ceramic pot known as the "Abusua Kuruwa". Abusua kuruwa is a large earthen ware pot with a wide open circular rim surrounded by three figures. Etc.</p> <p>Have learners to appreciate the works of James Kwame Amoah.</p> <p>Let to identify the significance of his artworks.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of James Kwame Amoah in groups</p>
	<p>Call learners to recall some history facts about James Kwame Amoah.</p> <p>Use series of questions to review their understanding in the previous lesson.</p>	<p>Show pictures of his artworks to learners for them to generate their own ideas.</p>  <p>Assessment: learners to use ideas generated to create their own artworks</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round the classroom to monitor the progress of learners based on the task given them</p> <p>Learners display their artworks for appreciation</p>

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 9
<b>Learning Indicator(s)</b>	B4.1.9.1.1-2 B4.1.10.1.1
<b>Performance Indicator</b>	Recognize and use polar question markers correctly. Recognize landmarks in your area and use them to give directions.
<b>Strand</b>	Oral Reading
<b>Sub strand</b>	Asking & Answering Questions. Giving & Following Instructions
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Revise the lesson on giving and responding to commands with learners.  Call one learner and use the questions and answers strategy to get information from him or her as the rest of the learners listen.  Discuss what polar question markers are with learners.  <i>Polar questions are questions whose expected answer is either “yes” or “no”</i>  Lead learners to recognize polar question markers in a group of questions written on the board. E.g. i. <i>Have you eaten? Yes/No.</i> ii. <i>Are you from this town? Yes/No</i>	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Let learners come out in pairs.  Let one ask a polar question for the other to answer and vice versa (supervise the questioning so that you provide an assistance where necessary).  Use question and answer strategy, to get information from one of the learners on the use of polar question markers. Let them recognize polar questions in your question.  Lead learners to recognize how to use polar question markers correctly.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group	Let learners recognize landmarks in their locality. E.g. <i>church, police station, market, hospital etc.</i> Demonstrate the use of the landmarks to give directions.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

	<p>comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Let learners use landmarks on the school compound to give directions to specific places in the school.</p> <p>Let learners use landmarks to give directions to key places in the locality.</p> <p>Show learners map of Ghana with the landmarks very visible.</p> <p>Discuss the map with learners telling them what a landmark is and how to recognize the landmarks. Let the learners mention some of the popular landmarks they see on the map.</p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 47		
<b>Learning Indicator(s)</b>	B4.1.10.1.12		
<b>Performance Indicator</b>	Learners can keep a hand-dribbled ball away from a defensive partner.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Personal development and leadership, cooperation skills			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners to jog and run within a demarcated area to warm up their bodies.</p> <p>Show pictures of the skill to be learnt.</p>	<p>Learners in pairs after a warm up use their hands to dribble balls away from their partners.</p> <p>Learners alternate the hand used in the dribble.</p> <p>Keep ball away from partners by placing your body in between ball and partner</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 8		
<b>Learning Indicator(s)</b>	B4.2.1.1.1		
<b>Performance Indicator</b>	Demonstrate the use of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section.		
<b>Strand</b>	Presentation		
<b>Sub strand</b>	Introduction to MS PowerPoint		
<b>Teaching/ Learning Resources</b>	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them.	Guide learners to explore the use of the clipboard, slides, fonts, paragraph, and editing features in MS- PowerPoint under the Home tab.	Ask learners to talk about what they have learnt.  Pose questions to learners to review their understanding of the lesson