


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 12
BASIC FOUR

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 a sense of movement and depth.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 12

BASIC FOUR

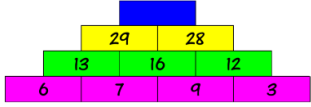
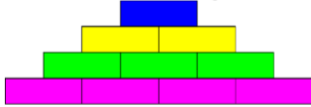
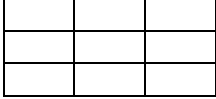
Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.3.6-7. B4.2.9.1.2. B4.3.9.1.1. B4.4.15.1.1. B4.4.15.1.1. B4.5.10.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can elaborate on ideas using explanations and speak with confidence</p> <p>B. Learners can summarize level-appropriate passages/texts orally</p> <p>C. Learners can use prepositions to convey a variety of meanings:</p> <p>D. Learners can write to friends about personal experiences using appropriate letter formats</p> <p>E. Learners can use invented spelling to increase fluency and free writing</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>	
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>Learners to sing songs and recite familiar rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Explain the need to elaborate on points made.</p> <p>Present examples.</p> <p>Guide learners to use details, concrete examples, to elaborate on their ideas/points of view on given topics</p> <p>Encourage learners doing presentations to speak before different audiences. e. g. small and large groups</p> <p>Invite a learner and model maintaining eye contact while speaking with him or her.</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>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>B. READING (Summarizing)</p> <p>Learners read and re-read a text to identify the main idea in a given paragraph.</p> <p>Guide learners with examples to restate information read in a few words.</p> <p>Guide learners to write a summary of the passages taking note of the main ideas.</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>

		In pairs or groups, learners summarize specific paragraphs of a passage to be presented to the class.	
Wednesday	<p>Learners to sing songs and recite familiar rhymes</p> <p>PUSSY CAT, PUSSY CAT. Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there? I frightened a little mouse, under her chair.</p>	<p>C. GRAMMAR <i>(Preposition)</i></p> <p>Have learners describe the positions of classroom objects using such sentences as:</p> <p>i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table.</p> <p>Briefly explain the functions of prepositions.</p> <p>Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table.</p> <p>Write some of learners' answers on the chalkboard and guide them to identify the prepositions.</p>	<p>Provide sentences and let learners identify the modals used.</p> <p>i. Please <u>may</u> I see your ticket? ii. John <u>may</u> leave now, but Sally <u>may not</u>. iii. <u>May</u> Kenny come with us to the movies? iv. Take an umbrella. It <u>might</u> rain. v. I <u>may not</u> have time to go swimming tonight. vi. We <u>might</u> go to the party later.</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>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</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>Engage learners to sing songs and recite rhymes</p> <p>Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?</p> <p>Engage learners in the "popcorn reading" game</p> <p>The rules are simple: One student starts reading aloud and</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Let learners spell given words with invented spellings.</p> <p>Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.</p> <p>Give learners the meanings of words to identify and spell the words.</p> <p>F. EXTENSIVE READING</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>Have learners present a two-paragraph summary of the book read</p>

	<p>then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</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.</p> <p>Ask each learner to write 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	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 52-53
Learning Indicator(s)	B4.4.1.2.1 -2
Performance Indicator	Identify common features of graphs and use understanding of many-to-one correspondence to solve simple problems
Strand	Data
Sub strand	Data Collection And 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>Examine such features as title, vertical axis and label, horizontal axis and label, key or legend.</p> <p>Give students data presented in a table to draw bar graph complete with title, labelled axes, key. The table show amount of rainfall recorded in Kumasi in the half of the year.</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 special help.</p>
Tuesday	<p>Can you make a pyramid with 100 at the top?</p> 	<p>Give pupils data on energy usage by households in a community over a period (e.g. six months) presented in tables for them to draw bar graph complete with title, labelled axes, key. Ask questions for pupils to read and interpret graphs.</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 special help.</p>
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>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>For example, the graph below on the number of pupils treated for malaria in a school.</p> <p>Ask questions for children to read and interpret graphs.</p> <p>i) How many pupils were treated for malaria in the hospital in April? ii) How many pupils were treated for malaria in the hospital in May and June?</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 special help.</p>
Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>



		<p>For example, a graph on the number of pupils admitted into school in 2019.</p> <p>Ask questions for children to read and interpret graphs</p>	<p>Give remedial learning to those who 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>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>For example, a graph on the number of pupils and the days they were born.</p> <p>Ask questions for children to read and interpret graphs</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 special help.</p>

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 15		
Learning Indicator(s)	B4.5.4.1.1		
Performance Indicator	Explain that burning is one of the causes of climate change		
Strand	Humans And The Environment		
Sub strand	Climate Change		
Teaching/ Learning Resources	Pictures and videos or charts showing burning of fossil fuel and changing weather pattern		
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>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 watch pictures and videos or charts showing burning of fossil fuel and changing weather pattern.</p> <p>Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.</p> <p>Learners, in groups discuss what happens when burning occurs.</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 introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition.</p>	<p>Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc.</p> <p>Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.</p> <p>Evaluate learners by asking them to design posters on the effect of burning on climate change.</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	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 21		
Learning Indicator(s)	B4.5.1.2.1.		
Performance Indicator	Explain the uses of rocks		
Strand	My Global Community		
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 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>Brainstorm with learners on the definition of rocks.</p> <p>Let learners give examples of items made from rocks.</p> <p>Learners discuss the importance of rocks e.g. building houses and constructing roads.</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 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>Let learners present a chart on the different types of rocks.</p> <p>Learners to bring samples of the types to class for observation.</p> <p>Learners role play some of the uses of rocks</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	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 32		
Learning Indicator(s)	B4.5.2.1.1:		
Performance Indicator	Discuss the importance of being a committed member of the family.		
Strand	The Family, Authority and Obedience		
Sub strand	Roles Relationship in the Family and 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)
	<p>Display an image on the board (relating to the topic) but cover it up. Every time a student a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - takes part in family activities, - is obedient to elders of the family, - respects other family members, - accepts responsibility (performing assigned duties), - takes initiatives, - helps needy relatives, etc. 	<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>

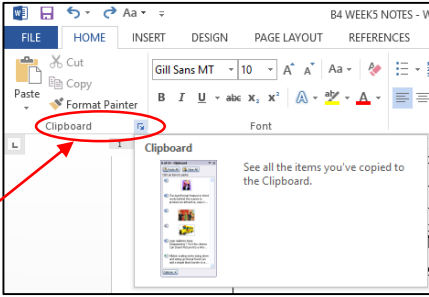
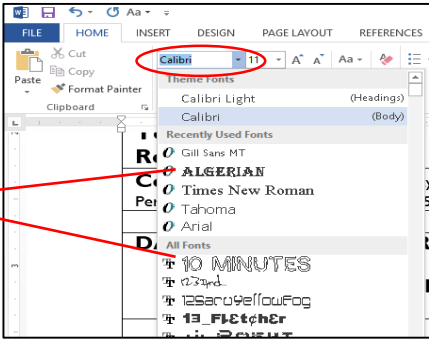
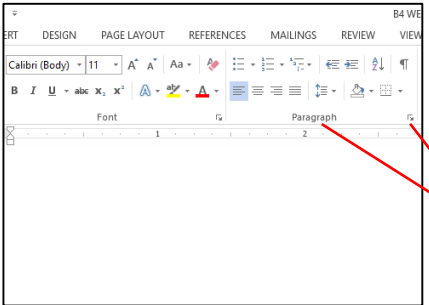
Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 28		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, word cards, 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)
	Put students into pairs and hand out a wad of sticky notes to each pair. They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers. The learner who guess right wins	Discuss with learners the limitations on Ghana's independence up to June 1960 <i>Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor-general of ghana..</i> Learners to use the internet identify the positions controlled by British officials up to June 1960.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson
	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	Discuss with learners the limitations on Ghana's independence up to June 1960 <i>A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country's status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.</i> Learners to use the internet identify the positions controlled by British officials up to June 1960.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4.1.4.6 B4.2.4.7		
Performance Indicator	Learners can use the agreed guidelines to examine and derive meaning from own artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
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>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 32		
Learning Indicator(s)	B.4.6.3.1.3-4		
Performance Indicator	Learners can explore the meaning of unfamiliar words from context or dictionary.		
Strand	Extensive Reading		
Sub strand	Reading Texts, And Short Stories		
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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Let learners read a text. Let them mention and find the meaning of unfamiliar words from context or dictionary.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Allow learners to read a text. Let learners answer about questions based on the passage read. Discuss the process of summarizing with learners. Allow them to summarize the passage read in few words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them	Allow learners to read a text. Let learners answer about questions based on the passage read. Discuss the process of summarizing with learners. Allow them to summarize the passage read in few words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 55		
Learning Indicator(s)	B4.5.4.5.4:		
Performance Indicator	Distinguish between acts of physical courage and physically reckless		
Strand	Values And Psycho Social Concepts,		
Sub strand	Critical thinking		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal and social skills such as cooperation, fair- play, peace, teamwork and cooperation			
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 identify the difference between physical courage and physically reckless.</p> <p>Physical courage; Physically reckless;</p> <p>Engage learners in physical activities for to observe acts of physical courage and physical reckless.</p> <p>The former has the key characteristics of observing the rules of the game or sports.</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	Four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.3.1.1.2.
Performance Indicator	Illustrate the use of the clip board, styles, fonts, paragraph and editing.
Strand	Word Processing
Sub strand	Introduction To Word Processing
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS – Word.
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>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>