

A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 4
BASIC FOUR

Several thin, dark green lines curve upwards from the bottom left corner, resembling blades of grass.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 4

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1. 3.1.2. B4.2.7.1.1. B4.3.2.1.2. B4. 4.9.1.1 B4.5.4.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can identify and discuss values in poems</p> <p>B. Learners can construct meaning from texts read</p> <p>C. Learners can identify and use quantifiers to show quantities</p> <p>D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing</p> <p>E. Learners can use the singular and plural subjects and the verb forms that go with them</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>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u></p> <p>Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p><u>A. ORAL LANGUAGE</u> (Poems)</p> <p>Have learners recite the poem learnt.</p> <p>Put them in groups to discuss the values in the poem.</p> <p>Have groups share their views with the whole class.</p> <p>Engage learners in recitation for mastery</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 in the 'I spy' game.</p> <p>Teacher begins by saying 'I spy with my little eye something beginning with /b/. The item must be something within sight of the children. Learners are to guess until someone guesses correctly.</p>	<p><u>B. READING</u> (Comprehension Pg.27)</p> <p>Select level-appropriate texts for learners.</p> <p>Take learners through Before Reading activities such as picture walk, prediction and Before Reading questions etc. to elicit their prior knowledge.</p> <p>Have learners use their previous knowledge, contextual clues and While Reading questions to make meaning from the text as they read.</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>

		Provide After Reading questions to help learners make meaning from the text read.	
Wednesday	<p>Have learners write on a sheet of paper the following words by adding the appropriate prefix.</p> <p>I. Connect II. Do III. exist</p>	<p>C.GRAMMAR (Determiners Pg.36)</p> <p>Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. Put some pictures on the wall.</p> <p>Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc.</p> <p>Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts</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>Engage learners to sing <u>WASH WASH WASH</u> Wash, Wash, Wash Wash your hands, In the morning – Wash your hands, After eating - Wash your hands, After visiting the washroom - Wash your hands, After playing - Wash your hands.</p>	<p>D.WRITING (Writing as a Process)</p> <p>Take learners through the writing process:</p> <p>Prewriting stage <i>Put learners in groups of four</i> <i>Each member suggests a topic. Each group discusses it's topics and selects one.</i> <i>Each team presents their topic to the class and writes it on the board.</i></p> <p>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</p> <p>Invite groups to present their work and have the whole class give feedback.</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 "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!</p>	<p>E.WRITING CONVENTIONS & GRAMMAR USAGE (Using Actions words Pg.62)</p> <p>Revise the simple present form of verbs and their use to agree with the subject they follow.</p> <p>Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs.</p> <p>Guide learners to correct the wrong use of subjects and their</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>Engage learners in the “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>appropriate verb forms that go with them if any. e.g. we eats – we eat.</p> <p>Have learners do peer editing to identify and correct errors</p> <p><u>F.EXTENSIVE READING</u></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>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	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 7		
Learning Indicator(s)	B4.1.1.1.6. B4.1.1.2.1		
Performance Indicator	<ul style="list-style-type: none"> Learners can skip count forwards and backwards in 50s and 100s up to and from 10000 Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30) 		
Strand	Number		
Sub strand	Counting, Representation And Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Attention to Precision; Look for Patterns and Relationships			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
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.	Put learners into convenient groups. A learner mentions a number and another skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out “240” Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out “1285” skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785....etc.	What have we learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks.
Tuesday	Ask everyone to imagine two birds. One named “prrr” and the other named “Pukutu”. If you call out ‘prrr’, the students need to stand on their toes and move their elbows out sideways. When you call out ‘pukutu’ the students have to stay still and may not move. If a student moves, he is disqualified.	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error Eg1: 50,100,150,200,280,300 Eg2: 100,200,300,400,450,560,600 e.g3: 50,60,150,160,250,300,400,420	Can someone tell me what we have learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks

<p>Wednesday</p>	<p>Learners must count in reverse numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!</p>	<p>Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals.</p> <table border="1" data-bbox="695 170 1110 726"> <thead> <tr> <th>Number</th> <th>Roman Numeral</th> <th>Calculation</th> </tr> </thead> <tbody> <tr><td>0</td><td>not defined</td><td></td></tr> <tr><td>1</td><td>I</td><td>1</td></tr> <tr><td>2</td><td>II</td><td>1+1</td></tr> <tr><td>3</td><td>III</td><td>1+1+1</td></tr> <tr><td>4</td><td>IV</td><td>5-1</td></tr> <tr><td>5</td><td>V</td><td>5</td></tr> <tr><td>6</td><td>VI</td><td>5+1</td></tr> <tr><td>7</td><td>VII</td><td>5+1+1</td></tr> <tr><td>8</td><td>VIII</td><td>5+1+1+1</td></tr> <tr><td>9</td><td>IX</td><td>10-1</td></tr> <tr><td>10</td><td>X</td><td>10</td></tr> <tr><td>11</td><td>XI</td><td>10+1</td></tr> <tr><td>12</td><td>XII</td><td>10+1+1</td></tr> <tr><td>13</td><td>XIII</td><td>10+1+1+1</td></tr> <tr><td>14</td><td>XIV</td><td>10-1+5</td></tr> <tr><td>15</td><td>XV</td><td>10+5</td></tr> <tr><td>16</td><td>XVI</td><td>10+5+1</td></tr> <tr><td>17</td><td>XVII</td><td>10+5+1+1</td></tr> <tr><td>18</td><td>XVIII</td><td>10+5+1+1+1</td></tr> <tr><td>19</td><td>XIX</td><td>10-1+10</td></tr> <tr><td>20</td><td>XX</td><td>10+10</td></tr> </tbody> </table>	Number	Roman Numeral	Calculation	0	not defined		1	I	1	2	II	1+1	3	III	1+1+1	4	IV	5-1	5	V	5	6	VI	5+1	7	VII	5+1+1	8	VIII	5+1+1+1	9	IX	10-1	10	X	10	11	XI	10+1	12	XII	10+1+1	13	XIII	10+1+1+1	14	XIV	10-1+5	15	XV	10+5	16	XVI	10+5+1	17	XVII	10+5+1+1	18	XVIII	10+5+1+1+1	19	XIX	10-1+10	20	XX	10+10	<p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p>																																																																																																																																						
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<p>Thursday</p>	<p>Learners must count in reverse numbers in a range continuously without breaking. For example from (40 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!</p>	<p>Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X,</p> <p>Call out a numeral and have learners point at it from the chart.</p> <p>ROMAN NUMERALS CHART 1 TO 100</p> <table border="1" data-bbox="704 1020 1049 1409"> <tbody> <tr><td>1</td><td>I</td><td>21</td><td>XXI</td><td>41</td><td>XLI</td><td>61</td><td>LXI</td><td>81</td><td>LXXXI</td></tr> <tr><td>2</td><td>II</td><td>22</td><td>XXII</td><td>42</td><td>XLII</td><td>62</td><td>LXII</td><td>82</td><td>LXXXII</td></tr> <tr><td>3</td><td>III</td><td>23</td><td>XXIII</td><td>43</td><td>XLIII</td><td>63</td><td>LXIII</td><td>83</td><td>LXXXIII</td></tr> <tr><td>4</td><td>IV</td><td>24</td><td>XXIV</td><td>44</td><td>XLIV</td><td>64</td><td>LXIV</td><td>84</td><td>LXXXIV</td></tr> <tr><td>5</td><td>V</td><td>25</td><td>XXV</td><td>45</td><td>XLV</td><td>65</td><td>LXV</td><td>85</td><td>LXXXV</td></tr> <tr><td>6</td><td>VI</td><td>26</td><td>XXVI</td><td>46</td><td>XLVI</td><td>66</td><td>LXVI</td><td>86</td><td>LXXXVI</td></tr> <tr><td>7</td><td>VII</td><td>27</td><td>XXVII</td><td>47</td><td>XLVII</td><td>67</td><td>LXVII</td><td>87</td><td>LXXXVII</td></tr> <tr><td>8</td><td>VIII</td><td>28</td><td>XXVIII</td><td>48</td><td>XLVIII</td><td>68</td><td>LXVIII</td><td>88</td><td>LXXXVIII</td></tr> <tr><td>9</td><td>IX</td><td>29</td><td>XXIX</td><td>49</td><td>XLIX</td><td>69</td><td>LXIX</td><td>89</td><td>LXXXIX</td></tr> <tr><td>10</td><td>X</td><td>30</td><td>XXX</td><td>50</td><td>L</td><td>70</td><td>LXX</td><td>90</td><td>XC</td></tr> <tr><td>11</td><td>XI</td><td>31</td><td>XXXI</td><td>51</td><td>LI</td><td>71</td><td>LXXI</td><td>91</td><td>XCI</td></tr> <tr><td>12</td><td>XII</td><td>32</td><td>XXXII</td><td>52</td><td>LII</td><td>72</td><td>LXXII</td><td>92</td><td>XCII</td></tr> <tr><td>13</td><td>XIII</td><td>33</td><td>XXXIII</td><td>53</td><td>LIII</td><td>73</td><td>LXXIII</td><td>93</td><td>XCIII</td></tr> <tr><td>14</td><td>XIV</td><td>34</td><td>XXXIV</td><td>54</td><td>LIV</td><td>74</td><td>LXXIV</td><td>94</td><td>XCIV</td></tr> <tr><td>15</td><td>XV</td><td>35</td><td>XXXV</td><td>55</td><td>LV</td><td>75</td><td>LXXV</td><td>95</td><td>XCV</td></tr> <tr><td>16</td><td>XVI</td><td>36</td><td>XXXVI</td><td>56</td><td>LVI</td><td>76</td><td>LXXVI</td><td>96</td><td>XCVI</td></tr> <tr><td>17</td><td>XVII</td><td>37</td><td>XXXVII</td><td>57</td><td>LVII</td><td>77</td><td>LXXVII</td><td>97</td><td>XCVII</td></tr> <tr><td>18</td><td>XVIII</td><td>38</td><td>XXXVIII</td><td>58</td><td>LVIII</td><td>78</td><td>LXXVIII</td><td>98</td><td>XCVIII</td></tr> <tr><td>19</td><td>XIX</td><td>39</td><td>XXXIX</td><td>59</td><td>LIX</td><td>79</td><td>LXXIX</td><td>99</td><td>XCIX</td></tr> <tr><td>20</td><td>XX</td><td>40</td><td>XL</td><td>60</td><td>LX</td><td>80</td><td>LXXX</td><td>100</td><td>C</td></tr> </tbody> </table> <p>Assessment: Call out a numeral and have learners point at it from the chart.</p>	1	I	21	XXI	41	XLI	61	LXI	81	LXXXI	2	II	22	XXII	42	XLII	62	LXII	82	LXXXII	3	III	23	XXIII	43	XLIII	63	LXIII	83	LXXXIII	4	IV	24	XXIV	44	XLIV	64	LXIV	84	LXXXIV	5	V	25	XXV	45	XLV	65	LXV	85	LXXXV	6	VI	26	XXVI	46	XLVI	66	LXVI	86	LXXXVI	7	VII	27	XXVII	47	XLVII	67	LXVII	87	LXXXVII	8	VIII	28	XXVIII	48	XLVIII	68	LXVIII	88	LXXXVIII	9	IX	29	XXIX	49	XLIX	69	LXIX	89	LXXXIX	10	X	30	XXX	50	L	70	LXX	90	XC	11	XI	31	XXXI	51	LI	71	LXXI	91	XCI	12	XII	32	XXXII	52	LII	72	LXXII	92	XCII	13	XIII	33	XXXIII	53	LIII	73	LXXIII	93	XCIII	14	XIV	34	XXXIV	54	LIV	74	LXXIV	94	XCIV	15	XV	35	XXXV	55	LV	75	LXXV	95	XCV	16	XVI	36	XXXVI	56	LVI	76	LXXVI	96	XCVI	17	XVII	37	XXXVII	57	LVII	77	LXXVII	97	XCVII	18	XVIII	38	XXXVIII	58	LVIII	78	LXXVIII	98	XCVIII	19	XIX	39	XXXIX	59	LIX	79	LXXIX	99	XCIX	20	XX	40	XL	60	LX	80	LXXX	100	C	<p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p>
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<p>Friday</p>	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: 888+88+8+8+8</p>	<p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15.</p> <p>Assessment: Mention some numerals randomly and have learners point at it on the chart</p>	<p>Review the lesson by giving learners more examples to solve.</p>																																																																																																																																																																																																								

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 3		
Learning Indicator(s)	B4.1.1.2.2		
Performance Indicator	Describe the physical appearance of different types of plants		
Strand	Diversity of matter		
Sub strand	Living & Non Living Things		
Teaching/ Learning Resources			
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 introduces the lesson to learners.</p> <p>Learners 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>Take learners out to observe different types of plants. Pictures and videos can also be used.</p> <p>Learners describe the physical features of different types of plants (in terms of their structure and size).</p> <p>Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>
	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p>The group who explains well wins</p>	<p>Take learners out to observe different types of plants. Pictures and videos can also be used.</p> <p>Learners describe the physical features of different types of plants (in terms of their structure and size).</p> <p>Learners create a plant album of different types of plants. (shrubs, trees, climbing and creeping plants).</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	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 3
Learning Indicator(s)	B4.1.2.1. 2.
Performance Indicator	Mention reasons to live in harmony with one another as a responsible citizen
Strand	All about us
Sub strand	Myself
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>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p>	<p>Learners mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc.</p> <p>In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</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>
	<p>Have learners to sing songs and recite rhymes related to the lesson</p>	<p>Learners mention ways of living in harmony with one another, e. g. to promote peace and unity, law and order, growth and development, etc.</p> <p>In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, 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	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4.1.1.2.1:		
Performance Indicator	Identify the uniqueness of humankind from other creatures		
Strand	God's creation and attributes		
Sub strand	The Environment		
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>Tell learners stories about creation.</p> <p>Teacher paste a chart on the board showing pictures of human beings, animals and plants.</p> <p>Learners to observe and talk about the pictures.</p> <p>Have learners to talk about how different they are from other creatures</p>	<p>Have learners to form groups to identify how different humankind is from other creatures of God:</p> <ul style="list-style-type: none"> -human beings versus animals - human beings versus plants <p>Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc.</p> <p>Let each group present its list for peer-review and class discussion.</p> <p>Assessment: Let learners draw an animal and a human being and draw the comparison between the two.</p> <p>Let learners write down the characteristics of humankind that are different from animals</p>	<p>What have we learnt today?</p> <p>Uniqueness of human kind.</p> <p>Have learners to summarize the main points of the lesson.</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 21		
Learning Indicator(s)	B4.1.1.1.1		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Strand	My country Ghana		
Sub strand	Why & how we study History		
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
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>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p>	<p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p>	<p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p>	<p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p>	<p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p>

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 2.2.2.1. B4 2.2.3.1		
Performance Indicator	Experiment and create own artworks using available performing arts media.		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing (Performing Arts)		
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>Paste a chart on the board showing pictures of different plants.</p> <p>Have learners to observe the pictures for some time.</p> <p>Learners to identify the names of plants in the picture.</p>	<p>Engage learners to explore the surroundings to select available instruments, sounds, etc. that are suitable for composing and performing music, dance, drama, poetry, etc.</p> <p>Let learners experiment with available instruments, sounds, rhythms, movement patterns, etc. to perform some of the compositions of the Ghanaian performing artists.</p> <p>For example, sing patriotic songs composed by Ephraim Amu</p> <p>Discuss and share their experiences through peer review</p>	<p>Have learners to summarize the important points of the lesson</p> <p>Project: Learners create a plant album of different types of plants. (Shrubs, trees, climbing and creeping plants).</p>
	<p>Paste a chart on the board showing pictures of different animals.</p> <p>Have learners to observe the pictures for some time.</p> <p>Learners to identify the names of animals in the picture.</p>	<p>Learners are to talk about ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.</p> <p>Engage learners to select and use available performing arts elements, instruments, to compose and perform own music, dance, drama, poetry, etc.</p> <p>Discuss and share their experiences through jury and peer review</p>	<p>What have we learnt today?</p> <p>Physical features of mammals, reptiles, insects and amphibians</p> <p>Have learners to summarize the important points of the lesson using the 'the pupil as teacher method'</p> <p>Project: Learners create a plant album of different types of plants. (Shrubs, trees, climbing and creeping plants).</p>

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 11		
Learning Indicator(s)	B4.2.4.1.1-3		
Performance Indicator	Read and recognize sounds and diagraphs in sentences.		
Strand	Reading		
Sub strand	Phonics: letter and sound knowledge		
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)
	Learners sing songs related to the lesson	Let learners say the letters of the alphabet as a group and then individually. Write a number of words on the board. Lead learners to say the words as a group and then individually. Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group. Let learners show their works to another group.	Review the lesson with learners Have learners talk about what they have learnt.
	Review learners RPK as they sing the new song learnt. Have learners to summarize the notes they took after watching they folktale	Let learners say the letters of the alphabet as a group and individually. Write a number of sentences on the board. Lead learners to read the sentences as a group and individually. Lead learners to recognize the diagraphs in the sentences. Let learners read the diagraphs in the words that are in sentences.	Review the lesson with learners Have learners talk about what they have learnt.
	Learners sing songs related to the lesson	Revise the lesson on syllables with learners.	Review the lesson with learners

		<p>Write two syllable words on the board and help learners to read them.</p> <p>Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class.</p>	<p>Have learners talk about what they have learnt.</p>
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Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 4		
Learning Indicator(s)	B4.1.4.1.4		
Performance Indicator	Perform an inverted balance (tripod) by evenly distributing weight on body parts		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Balls and sticks		
Core Competencies: Learners develop these competencies and skills such as strength, balance, tolerance, patience, 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)
	Take learners through 5 minutes jogging to warm the body up	Demonstrate how to perform an inverted balance by evenly distributing weight on body parts. Learners perform headstand with hands supporting. Learners with difficulty are supported by peers.	learners to practice individually and in groups how to perform tripod Take learners through cool down to end the lesson

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.1.1.1.3.
Performance Indicator	Differentiate between RAM and ROM
Strand	Introduction To Computing
Sub strand	Generation of computers
Teaching/ Learning Resources	Pictures of computer memory, hard disk etc. set of computers
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>Bring a RAM or ROM to class or a picture of RAM and ROM to class</p> <p>Pass them around and get students to guess what they are</p> <p>Assist learners to identify the devices provided</p>	<p>Open up a computer cabinet (computer tower)</p> <p>Have learners come closer or use a projector to display the internal parts of a system unit</p> <p>Point to the RAM (Random Access Memory) and have learners to know that RAM is a hardware element of a computer where programs, operating system and data that's currently being used is stored so that the processor can be retrieved it quickly</p>  <p>Point to the ROM (Read only memory) and have learners to know that ROM is a type of memory where data has been prerecorded and contains the programming that helps the computer boot up</p>  <p>Guide learners to differentiate between ROM and RAM</p>	<p>What have we learnt today?</p> <p>Difference between RAM and ROM</p> <p>State its functions. Independent Activity/Homework</p> <p>Draw the system unit and color it.</p>

		<p>Assessment: Engage learners in a Think Pair Share Activity to:</p> <p>state two difference between a RAM and ROM</p> <p>Guide learners to type different phrases using any Word Processing Application.</p>	
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