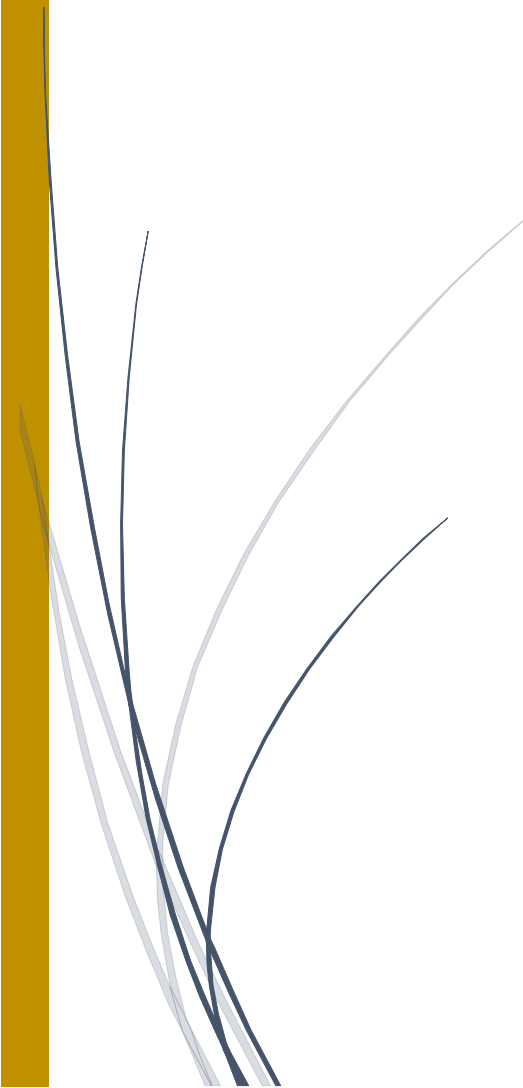


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SAMPLE LESSON NOTES-WEEK 6
BASIC FOUR

Several 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 design.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 6

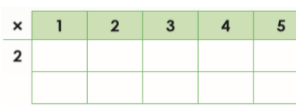
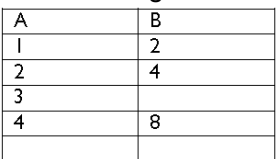
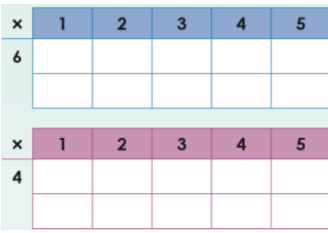
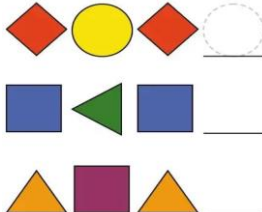
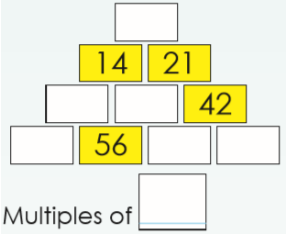
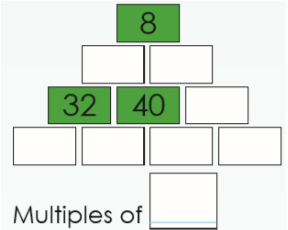

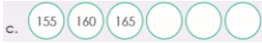
BASIC FOUR

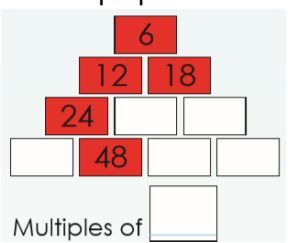
Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.7.1.7. B4.2.7.2.2. B4.3.5.1.6. B4.4.13.2.4. B4.5.9.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can compare and contrast information from texts</p> <p>B. Learners can make connections between a text and personal experiences/real life.</p> <p>C. Learners can use the simple present form of verbs to relate past events to the present</p> <p>D. Learners can provide a concluding statement that follows from argument presented</p> <p>E. Learners can identify subjects and verbs in simple sentences</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 sing songs and recite familiar rhymes</p> <p>"A Wise Old Owl" A wise old owl lived in an oak The more he saw the less he spoke The less he spoke the more he heard. Why can't we all be like that wise old bird?</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Explain the meaning of the terms compare and contrast to learners.</p> <p>Read aloud 2 stories to learners. At the end of each book, have students turn and tell a seat partner the character, then the problem, and so on.</p> <p>Guide learners to compare and contrast the content of different texts read or discussed.</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>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Comprehension)</p> <p>Guide learners with questions e.g. applicative questions to connect the reading text with background knowledge.</p> <p>Encourage learners to come up with their personal opinions and viewpoints.</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>
Wednesday	<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>C. GRAMMAR (Verbs)</p> <p>Use the simple present form of verbs to relate past events to the present.</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>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u> I hear thunder! I hear thunder! Hark don't you, Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!</p>	<p><u>D. WRITING</u> <i>(Persuasive Writing)</i></p> <p>Have learners listen to a debate on a familiar topic.</p> <p>Learners in groups discuss the debate.</p> <p>Teach the features of a debate. Guide learners to select a debatable topic.</p> <p>Divide the class into two to go through the writing process to prepare to debate the topic</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>Friday</p>	<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><u>E. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple and Complex Sentences)</i></p> <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</p> <p>Let learners write an event they have participated in.</p> <p>Learners edit their work to demonstrate their knowledge of subject and predicate.</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>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>Invite individuals to present their work to the class for feedback</p>

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 32
Learning Indicator(s)	B4.2.1.3.1-2
Performance Indicator	Learners can identify and extend the patterns in a table or chart to solve a given problem
Strand	Algebra
Sub strand	Patterns and Relationships
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns
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	Have learners to complete the table. 	Given the numerical pattern, ask students to extend the pattern and explain how they determined the pattern and its missing elements. 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																								
Tuesday	Have learners to complete the table. 	Ask students to use manipulative to represent this pattern and describe the relationship between the chart and the concrete representations. 	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.																								
Wednesday	Have learners to complete the multiple pattern. 	Give students two tables with patterns that are related in some way. Students should first extend each one by three more numbers. Then they should explain how the two patterns are alike and how they are different. <table border="1" data-bbox="682 1480 1047 1648"> <thead> <tr> <th colspan="2">Pattern A</th> <th colspan="2">Pattern B</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>1</td> <td>2</td> </tr> <tr> <td>2</td> <td>10</td> <td>2</td> <td>7</td> </tr> <tr> <td>3</td> <td>15</td> <td>3</td> <td>12</td> </tr> <tr> <td>4</td> <td>20</td> <td>4</td> <td>17</td> </tr> <tr> <td>5</td> <td>25</td> <td>5</td> <td>22</td> </tr> </tbody> </table>	Pattern A		Pattern B		1	5	1	2	2	10	2	7	3	15	3	12	4	20	4	17	5	25	5	22	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
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Thursday	Have learners to complete the multiple pattern. 	Guide students to make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different. 	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.																								



<p>Friday</p>	<p>Have learners to complete the multiple pattern.</p>  <p>Multiples of <input type="text"/></p>	<p>Guide students to make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different.</p> <table border="1" data-bbox="682 220 1136 441"> <tr> <td>a. 100, 102, 104,</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>b. 156, 159, 162,</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>c. 285, 290, 295,</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>d. 100, 110, 120,</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>e. 175, 200, 225,</td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	a. 100, 102, 104,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	b. 156, 159, 162,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	c. 285, 290, 295,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	d. 100, 110, 120,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	e. 175, 200, 225,	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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>
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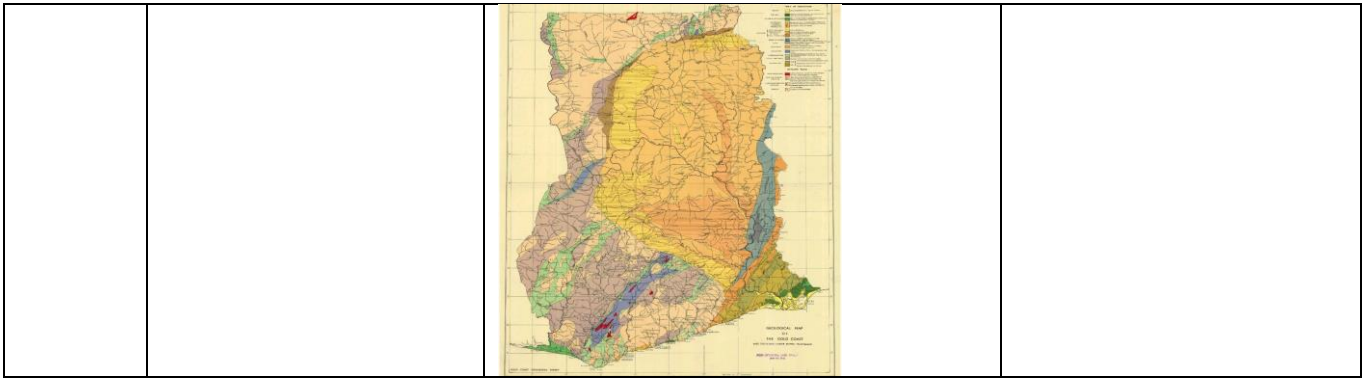
Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 13		
Learning Indicator(s)	B4. 5.1.1.2		
Performance Indicator	Learners can describe ways of sustaining the environment through waste management		
Strand	Humans And The Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Sponge, soaps, finger nails cutter, towels, brooms		
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>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>Learners watch pictures and videos on how to sustain the environment, including separating waste.</p> <p>Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, 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>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>Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated.</p> <p>Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.</p> <p>Have learners Design Litterbins to hold different forms of waste. Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste.</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 17		
Learning Indicator(s)	B4.4.1.3.1.		
Performance Indicator	Become committed to duties and responsibilities		
Strand	Our Nation Ghana		
Sub strand	Being A Citizen		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and sing songs to begin the lesson.</p> <p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Revise with learners to mention the ways by which they are expected to show commitment.</p> <p>For example:</p> <p>i. <i>Show commitment to God such as praying every day and reading scriptures, helping others showing charity.</i></p> <p>ii. <i>Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school every day</i></p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Play games and sing songs to begin the lesson.</p> <p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Learners role play scenarios or engage in other activities that show the benefits for showing commitment.</p> <p>i. <i>We show respect to God, teachers, parents and leaders.</i></p> <p>ii. <i>We develop positive self-identity.</i></p> <p>iii. <i>We develop good relationships etc.</i></p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 31		
Learning Indicator(s)	B4.5.1.1.1		
Performance Indicator	Learners can explain authority at home, school and in the community.		
Strand	The Family, Authority and Obedience		
Sub strand	Authority And Obedience		
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>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</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. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.</p> <p>Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.</p> <p>Let learners dramatize or role-play authority at home, school and 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>Give learners individual or home task</p>

Week Ending	
Class	Four
Subject	HISTORY
Reference	History curriculum Page 27
Learning Indicator(s)	B4.4.1.2.1
Performance Indicator	Learners can describe how the different territories areas became one territory known as the Gold Coast
Strand	Colonization and Developments under Colonial Rule in Ghana
Sub strand	Establishing Colonial Rule in Ghana
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)
	<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>Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map.</p>  <p>Locate the areas classified as British Togoland on a map.</p> <p><i>The british Togo land also known as mandate territory of Togo land was a territory in west Africa under the administration of the united kingdom.</i></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>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>Learners to compare the map of the Gold Coast in 1955 and the map of Ghana, today. Discuss your observations.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



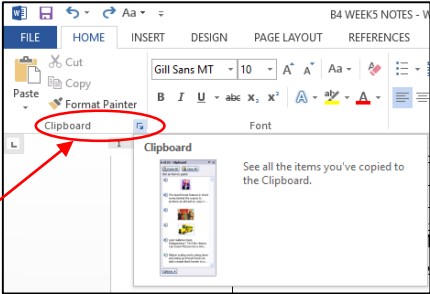
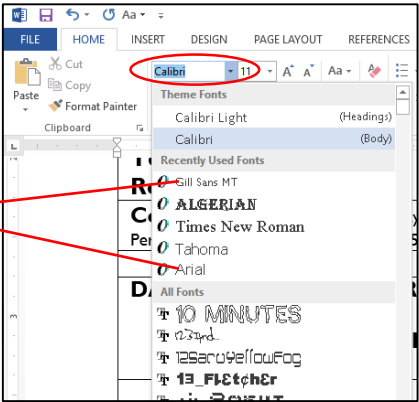
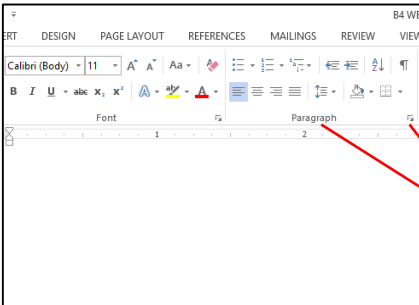
Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 2.3.4.3 B4 2.3.5.3		
Performance Indicator	Learners can perform own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana.		
Strand	Performing Arts		
Sub strand	Displaying and Sharing		
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)
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community. Discuss the need for performing collection of own or others music, dance and drama. Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Select and agree on a theme for the performance; Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); Select own or others compositions for the performance, Plan the sequence of events, stage plan identifying the positions of all facilities. Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending	
Class	Four
Subject	GHANAIAI LANGUAGE
Reference	Ghanaian Language curriculum Page 23
Learning Indicator(s)	B4.4.7.1.1-3
Performance Indicator	Learners can compose short poems using controlled composition.
Strand	Writing
Sub strand	Literary Writing
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)
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Let learners sing a song they know. Discuss with learners some features of plays, prose and poems. Through discussion, encourage learners to comprehend the process in writing poems, prose and plays.	Learners to tell what was interesting about the lesson. Engage learners to play the phonic games.
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Let learners explore a rhyme they know. Use a controlled composition to write a short poem on the board. Let learners explore the poem with gestures. In groups let learners compose short poems using controlled composition.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group. Call the groups in turns to discuss what the letters in the acronym stands for	Let learners sing a familiar traditional song they know. Use a controlled composition to create a short story or play with learners. Put them in pairs and let them create short plays and stories using controlled composition.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 49		
Learning Indicator(s)	B4.2.5.2.5:		
Performance Indicator	Learners can identify the difference between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Strategies		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies Learners develop communication skills as speaking, listening			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog within demarcated area with their hands stretched sideways to warm their body up. Show pictures or videos of the skill to be learnt.	Guide learners to identify the difference between dribbling a ball with the hand and the foot. Dribbling is the act of keeping the ball under the control of the player with the ball. In dribbling without opponent, the player with the ball is under no pressure and at liberty to do whatever he/she wants to do with the ball within the rules of the game. When dribbling with an opponent, the player with the ball is being contested for the ball and as a result has to consider the movements and actions of the opponent as well as keep the ball under control away from the opponent	Organize a mini game competition to exhibit the skill learnt. End lesson with a cool down. Have learners to reflect on what they have learnt

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 9
Learning Indicator(s)	B4.3.1.1.1.
Performance Indicator	Learners can demonstrate how to use the clipboard, 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 clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.</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>