

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 7
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 design.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 7

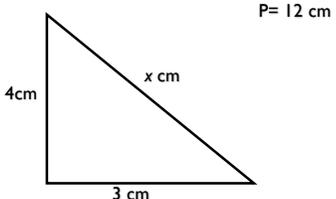
BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.9.1.2. B4.2.7.2.3. B4.3.5.1.7. B4.4.14.1.1. B4.5.9.1.2. B4.6.1.1.1.	
Performance Indicator		<p>A. Learners can make and respond to polite requests for help from peers</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>C. Learners can use the imperative form of the verb to give commands or orders, make suggestions</p> <p>D. Learners can write words giving information about family</p> <p>E. Learners can construct simple sentences correctly</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>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>A. ORAL LANGUAGE (Giving and Following Commands/ Instructions)</p> <p>Model making a request to learners.</p> <p>Have learners work in groups to write three tasks they plan to do and need help with, e.g. do homework, carry the table, etc.</p> <p>Learners then go around the class making requests to find classmates who are free to help them with their three tasks, e.g. "Can you please help me do my homework this afternoon?"</p> <p>If a learner is free, they accept the request. But if s/he is not free, they decline the request.</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 TITTEMOUSE 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 to identify the parts of a text e.g. Introduction, Body and Conclusion.</p> <p>They should summarize each part and after that, make a full summary of the text.</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>C. GRAMMAR (Verbs)</p> <p>Use situations to demonstrate commands.</p>	<p>Give learners task to complete while you go round the class to support</p>

	Ask learners questions to review their understanding in the previous lesson.	Provide situations for learners to give and respond to commands in parts or groups.	those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Thursday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	D. WRITING <i>(Expository/Informative Writing)</i> Guide learners with a model to talk about themselves. Through a class discussion, have individual learners say things about themselves. Let learners write about themselves. In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously. In groups learners research about their school and write a short history about it.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Friday	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. 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.	E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Complex Sentences)</i> Give learners an extract from a comprehension passage. Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence. Let learners write an event they have participated in. Learners edit their work to demonstrate their knowledge of subject and predicate. F. EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson Have learners present a two-paragraph summary of the book read Invite individuals to present their work to the class for feedback

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B4.2.2.1.1-2
Performance Indicator	Learners can write a given problem as an equation in which a symbol is used to represent an unknown number.
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	Take learners through math mental to solve the following. $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	Ask students to explain the purpose of the box symbol in the following equation: $15 - \square = 8$ Guide learners to find what the box stands for in the equation. Guide learners to solve a given one-step equation using manipulatives. Ask students to solve the following using a pan balance: (i) $7 + \square = 12$ (ii) $19 - \square = 11$	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	Take learners through math mental to solve the following. $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations. (i) The perimeter of a triangle is 12 cm. One side is 3 cm and another side is 4 cm. What is the length of the third side? 	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	Take learners through math mental to solve the following.	Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation. Students need not solve their equations.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

	$8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>(iii) Kojo's age and his sister's age add up to 18. If Kojo is 12, how old is his sister?</p> <p>Let kojo age = k sister age = S $K + S = 12$ if $K = 12$ Then $12 + S = 12$</p>	
Thursday	<p>Take learners through math mental to solve the following.</p> $\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation.</p> <p>Students need not solve their equations.</p> <p>(ii) Mansa has three types of stickers. She has 25 stickers, 3 are Cocoa stickers and 18 are Cashew stickers. How many of the third type does she have?</p>    <p>Then $3 + 18 + ? = 25$</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>
Friday	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Learners to describe orally, the meaning of a given one-step equation with one unknown. E.g. 1. Ask students to solve the following equations and explain their thinking.</p> <p>(i) $\square - 13 = 20$ (ii) $25 + \square = 100$</p> <p>Guide learners to solve a given equation when the unknown is on the left or right side of the equation. E.g. 1. Ask students to solve the following using base ten materials:</p> <p>(i) $109 + \square = 164$ (ii) $\square - 50 = 150$</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		
Learning Indicator(s)	B4.5.2.1.1		
Performance Indicator	Identify causes, symptoms and prevention of measles		
Strand	Humans And The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting food-borne diseases and measles.		
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)
	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.	Learners watch pictures, videos or charts on causes, symptoms and prevention of measles or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on measles. In pairs, learners answer the following questions based on the pictures and videos: (1) What causes measles? (2) What are the symptoms of measles?	Ask learners questions to review their understanding of the lesson. 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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	In pairs, learners answer the following questions based on the pictures and videos: (1) What should be done if someone is exposed to measles? (2) What are the ways of preventing the spread of measles? Learners develop concept maps to show the causes, symptoms and prevention of measles. Learners develop posters to talk about how they can prevent measles.	Ask learners questions to review their understanding of the lesson. 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.

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B4.4.2.1.1.		
Performance Indicator	Show respect and obedience to those in authority		
Strand	Our Nation Ghana		
Sub strand	Authority And Power		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners identify people (can use films and pictures) with authority and power in the community: parents, e.g. Home: parents, grandparents uncles, aunties School: head teacher, teachers, prefects Community: chiefs, pastors, Imams, Assembly members, police State: President, Speaker of Parliament, Members of Parliament.	Ask learners questions to review their understanding of the lesson. 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.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners talk about why they should respect and obey people in authority: e.g. to promote unity, peace and harmony, to avoid punishment. In groups, learners talk and write about why they should obey authority. Learners present their work for class discussion.	Ask learners questions to review their understanding of the lesson. 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.

Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4.5.2.1.1:		
Performance Indicator	Learners can 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)
	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.	Assist learners to explain who a committed person is. Let learners mention behaviors that show that a person is committed. Ask learners to describe a committed family member. A person who: - 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.	Ask learners questions to review their understanding of the lesson. 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.

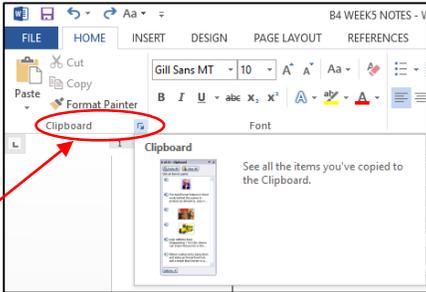
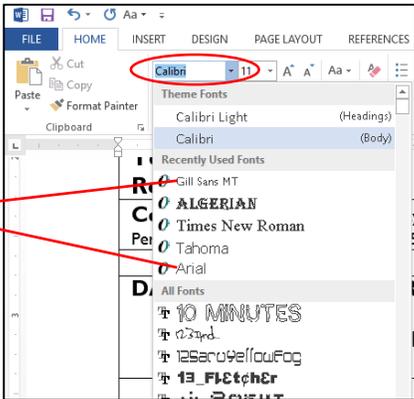
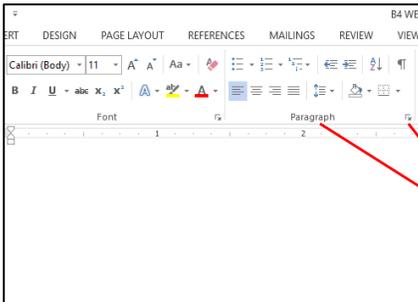
Week Ending															
Class	Four														
Subject	HISTORY														
Reference	History curriculum Page														
Learning Indicator(s)	B4.6.1.1.1.														
Performance Indicator	Learners can explore the limitations on Ghana's independence.														
Strand	Independent Ghana														
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)												
	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	Brainstorm from learners the definition of the term Republic? <i>Republics are the period when the country was ruled by democratically elected presidents. They ruled the country using a constitution.</i> With the aid of pictures and charts, describe the process leading to the emergence of the first Republic. e.g. drawing of a new constitution, referendum, general elections of 1992 etc.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task												
	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	Learners to search the internet for the leader of Ghana's first Republic. Let's take a look at the first three republics. <table border="1"> <thead> <tr> <th>REPUBLIC</th> <th>NAME OF PRESIDENT</th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>1st Republic</td> <td>Kwame Nkrumah</td> <td>1960-1966</td> </tr> <tr> <td>2nd Republic</td> <td>Kofi Abrefi Busia</td> <td>1969-1972</td> </tr> <tr> <td>3rd Republic</td> <td>Dr. Hilla Limann</td> <td>1979-1981</td> </tr> </tbody> </table>	REPUBLIC	NAME OF PRESIDENT	DATE	1 st Republic	Kwame Nkrumah	1960-1966	2 nd Republic	Kofi Abrefi Busia	1969-1972	3 rd Republic	Dr. Hilla Limann	1979-1981	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
REPUBLIC	NAME OF PRESIDENT	DATE													
1 st Republic	Kwame Nkrumah	1960-1966													
2 nd Republic	Kofi Abrefi Busia	1969-1972													
3 rd Republic	Dr. Hilla Limann	1979-1981													

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 I.4.6.3 B4 I.4.7.3		
Performance Indicator	Learners can develop guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana.		
Strand	Visual 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)
	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	Appreciating in art is the ability of people to look at a work of art and understand how the work was made. Explain to learners the guidelines and have them agree to it. ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	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 Show pictures or videos to learners on the process of producing kente.	Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class. E.g. an artwork produced by Cheri  Samba. ➤ Description of the work: <i>the artwork is a painting made with different color combination.</i> ➤ The subject matter: <i>the painting is said to emphasize on poverty, stupidity about his culture, corruption etc.</i> ➤ Appraisal: <i>it can be used as posters for decoration.</i> ➤ Experience to share: <i>talk about how the painting is done</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B4.4.8.1.1-3		
Performance Indicator	Learners can discuss write informal letters using controlled composition.		
Strand	Composition Writing		
Sub strand	Letter 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)
	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	Discuss with learners what an informal letter is. Discuss with learners the process of writing a good informal letter. Let them comprehend the process in writing good informal letters. Discuss features of informal letters.	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	Write an informal letter on the board and lead learners to discuss it. Let learners read the letter as a group and then individually. Using the letter on the board as a guide let learners write an informal letter.	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.	Let learners say the letters of the alphabet. Give learners a topic and let them write an informal letter on the topic in groups. Let the groups present their essays to the class. Let learners write an informal letter on their own.	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		
Learning Indicator(s)	B4.3.4.3.4:		
Performance Indicator	Learners can perform groin flexibility		
Strand	Physical Fitness		
Sub strand	Flexibility		
Teaching/ Learning Resources	Pictures and Videos		
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)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners in pairs facing each other, the one working uses the other as a support with one hand while standing on one foot.</p> <p>Learner flexes the free leg and use the other hand to the ankle and pull it backward.</p> <p>Learners can also do the exercise using a wall or any firm support.</p> <p>Give learners corrective feedback as they practice for improvement. End the lesson with cool down.</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 put it in their pockets and learn it on their way home.</p>

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
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 the Home Tab of MS – Word
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. 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>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>