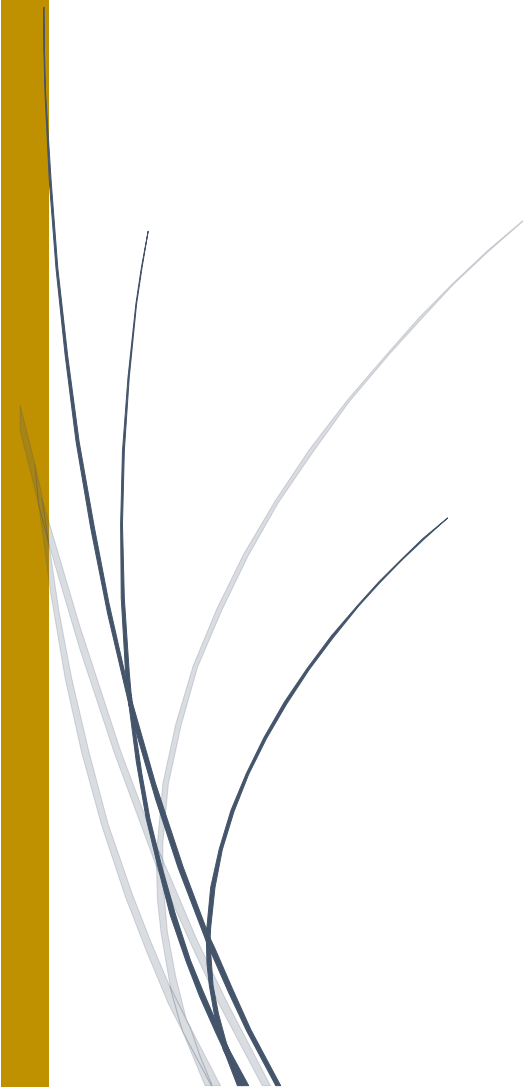


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 8
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.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 8

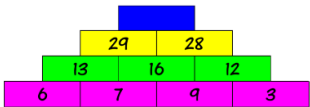

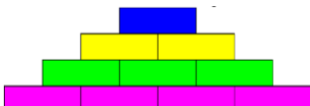



BASIC FOUR

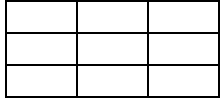
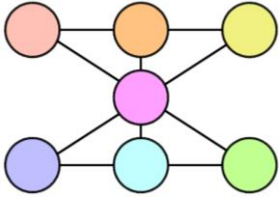
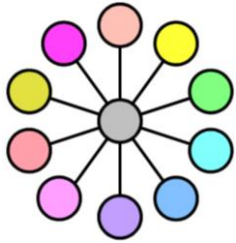
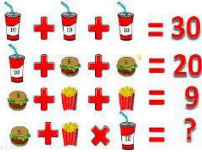
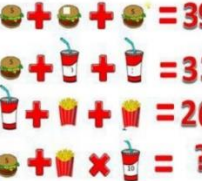
Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.1.1-3. B4.2.7.3.1. B4.4.14.2.1. B4.3.6.1.2. B4.5.9.1.2. B4.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can determine the contextual meaning of words and phrases.</p> <p>C. Learners can write picture events about personal experiences and make Radio/TV presentations</p> <p>D. Learners can use adverbs of time to modify verbs.</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>learners sing songs and recite familiar rhymes</p> <p><u>Peter Piper</u> Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</p>	<p align="center">A. ORAL LANGUAGE (Presentation)</p> <p>Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures</p> <p>Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</p> <p>Read the same story or text aloud with poor pace, stress and intonation.</p> <p>Put learners into groups to analyze the types of reading and identify which one conveys meaning and why.</p> <p>Have learners practice reading the story with good pace, stress and intonation.</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 play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p align="center">B. READING (Comprehension)</p> <p>Phrases have their meaning different from the individual words.</p> <p>Guide learners to make the right meaning using the text to get the contextual meaning.</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>learners sing songs and recite familiar rhymes</p> <p>"Ten In The Bed" There were ten in the bed And the little one said,</p>	<p align="center">C. GRAMMAR (Adverbs)</p> <p>Some adverbs answers the question "where?" They are called adverbs of place.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>"Roll over! Roll over!" So they all rolled over and one fell out</p>	<p>Present adverbs of place in context. E.g. i. <i>It's very sunny but cold <u>outside</u>.</i> ii. <i>The boys are playing <u>upstairs</u>.</i> iii. <i>That's our ball <u>there</u></i></p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper. Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>D. WRITING (<i>Informative Writing</i>)</p> <p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write activities of the day.</p> <p>Let each group choose an interesting event and write the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Help learners to organize a radio or TV talk show.</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 play the "Tapping Out" Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</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>E. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Complex Sentences</i>)</p> <p>Learners construct simple sentences.</p> <p>Write some of the sentences on the board to guide the discussions on subjects and verbs.</p> <p>Show a large poster of people doing various activities.</p> <p>Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate.</p> <p>The groups edit and publish the work. Each member keeps a copy.</p> <p>F. EXTENSIVE READING</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
Learning Indicator(s)	B4.2.2.4-7
Performance Indicator	Learners can identify the unknown in a problem, represent the problem with an equation, and solve the problem concretely, pictorially or symbolically.
Strand	Algebra
Sub strand	Unknown Expression And Equations
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	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. For example: $3 + p = 11$</p>  <p>With this example, we have to make both sides of the scale equal. Hence, 8 should be added to 3 to make 11. Therefore $p = 8$</p> <p>Assessment: Have learners to practice with more examples</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>Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. For example: $p + 5 = 17$</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>This cup represents the unknown number</p> <p>↓</p> <p>p</p>  </div> <div style="text-align: center;"> <p>+</p> </div> <div style="text-align: center;"> <p>Use counters for the other numbers</p> <p>↓</p> <p>5</p>  </div> <div style="text-align: center;"> <p>=</p> </div> <div style="text-align: center;"> <p>17</p>  </div> </div> <p>Assessment: Have learners to practice with more examples.</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>

<p>Wednesday</p>	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>Guide learners to model the use of guesses to find the value of unknown numbers in equations.</p> <p>Learners by observing patterns in their results, become more systematic in the guesses they make. For example:</p> $\bigcirc + \bigcirc + \bigcirc = 30$ $\bigcirc + \triangle + \triangle = 20$ $\triangle + \square + \square = 13$ $\bigcirc + \triangle + \square = ?$ <p>Assessment: Draw more patterns for learners to practice with.</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>
<p>Thursday</p>	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Ask students to describe two different stories that the equation $5 + k = 9$ could represent.</p> <p>First story: A book has 9 pages. Niko has 5 pages left to read. How many pages has he read?</p> <p>Second story: The sum of a number k and 5 is equal to 9. What is the number?</p> <p>Assessment: Give learners more equations for them make up more stories from them.</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>
<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>Ask learners to solve puzzle in the figure, by solving the equations in each line.</p> <p>Example 1:</p>  <p>Example 2:</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.


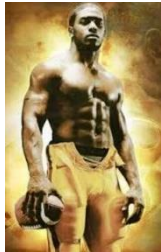

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B4.4.3.1.1.		
Performance Indicator	Learners can Identify ways to use water responsibly		
Strand	Our Nation Ghana		
Sub strand	Responsible Use Of Resources		
Teaching/ Learning Resources	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.	Using pictures/videos, learners discuss ways to use water responsibly e.g. close the tap after fetching water, do not use treated water for watering plants Learners compose songs and play games on how to use water responsibly	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 draw people using water responsibly. Learners form clubs to serve as ambassadors for responsible use of water.	Ask learners questions to review their understanding of the lesson.

Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
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)
	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.

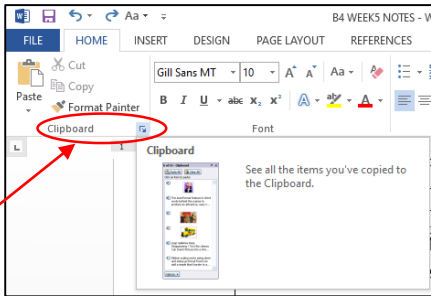
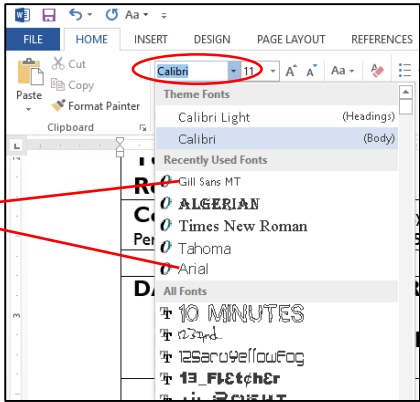
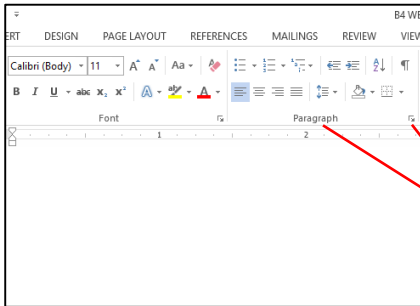
Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, word 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.	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 2.4.6.3 B4 2.4.7.3		
Performance Indicator	Learners can develop guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising (Performing Arts)		
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>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Have learners share stories about kweku Ananse</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. Kweku Ananse and the Wisdom Pot.</p> <p>Put learners into groups and share roles or allow learners to pick up roles for themselves.</p> <p>Invite each group to perform the drama as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B4.5.5.1.1-3		
Performance Indicator	Learners can recognize and use postpositions in sentences.		
Strand	Writing Convention And Grammar Usage		
Sub strand	Integrating Grammar In Written Language (Use of postpositions)		
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)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners explore a poem.</p> <p>Illustrate by putting an object above, below, etc. for learners to discuss where the object is.</p> <p>Use postpositions to write phrases and sentences.</p> <p>Guide learners to read the phrases and sentences as a group.</p> <p>Guide learners to explore the use of other postpositions such as below and under in sentences.</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 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>Use postpositions to write phrases and sentences on the board.</p> <p>Let learners read the sentences as a group and in pairs.</p> <p>Let learners recognize postpositions in sentences.</p> <p>Let learners form sentences using the postpositions.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p>Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Write phrases and sentences leaving out the postpositions.</p> <p>Let learners fill them with the correct postpositions.</p> <p>Help learners to demonstrate the use of postpositions such as below and under in context.</p> <p>Let learners form sentences using the postpositions discussed.</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	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.3.5.3.5:		
Performance Indicator	Learners can Identify the three body types		
Strand	Physical Fitness		
Sub strand	Endurance		
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 to identify the three body types as endomorph, mesomorph and ectomorph.</p>  <p>Ectomorphs(slim Body) are thin people usually with smaller bone structures and thinner limbs.</p>  <p>Mesomorphs (medium body) have a medium sized bone structure and athletic body.</p>  <p>Endomorphs(big body) have large bone structure with a higher total body mass and fat mass. They are naturally less active.</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	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 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>