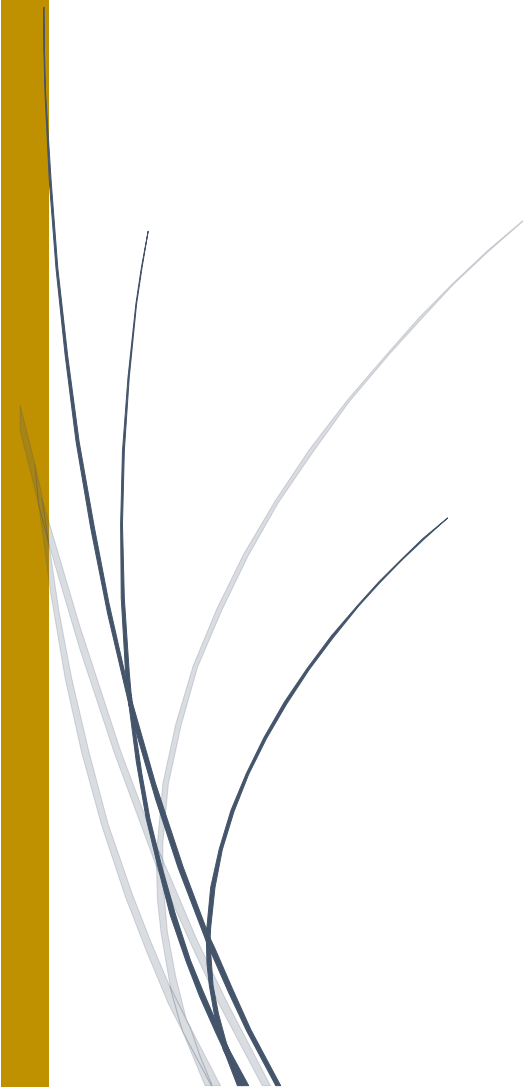


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**SAMPLE LESSON NOTES-WEEK 4**  
BASIC SIX

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Fayol Inc.  
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## SCHEME OF LEARNING- WEEK 4

### BASIC SIX

Name of School.....

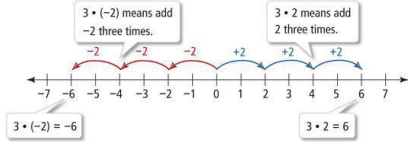
<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B6.1.7.1.5. B6.2.6.4.2. B6.3.9.1.1. B6.4.13.2.4 B6.5.9.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can express own opinions about the details of texts</p> <p>B. Learners can recognize the playful use of words in spoken and written language</p> <p>C. Learners can use modals to express a variety of meanings</p> <p>D. Learners can provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic.</p> <p>E. Learners can identify subjects and verb in complex sentences</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>I LOVE LITTLE PUSSY</u> I love little pussy, Her coat is so warm, And if I don't hurt her, She'll do me no harm, So I'll not pull her tail, Nor drive her away, But pussy and I, Very gently will play.</p>	<p><b>A. ORAL LANGUAGE</b> (Listening Comprehension)</p> <p>In pairs or groups, learners share the knowledge acquired from details of a story, drama or text heard.</p> <p>Put learners into groups to express personal opinions about details of 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>
Tuesday	<p>Have learners recite familiar rhymes.</p> <p><u>HEY DIDDLE DIDDLE</u> Hey diddle, diddle The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon</p>	<p><b>B. READING</b> (Vocabulary)</p> <p>Introduce these(jokes, riddles, puns) one at a time.</p> <p>Provide and discuss examples.</p> <p>Learners play games with the activity in pairs/groups.</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>Have learners recite familiar rhymes.</p> <p><b><u>THE WHEELS ON THE BUS</u></b> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town.</p>	<p><b>C. GRAMMAR</b> (Modals)</p> <p>Revise modal auxiliaries. – Shall/will: prediction, intention, determination etc. – Should: obligation</p> <p>You can use <b>shall</b> and <b>should</b> to ask for advice, offer something and suggest something.</p>	<p>Have learners to identify the modals in the following sentences.</p> <p>i. <u>Should</u> I bring waterproof clothes? ii. <u>Shall</u> I go by car, or will it be better to walk? iii. <u>Should</u> I phone the police? iv. <u>Shall</u> I help you with that heavy bag? v. <u>Shall</u> we go home now?</p>

	<p>The dog on the bus goes woof, woof, woof, woof, woof, woof; woof, woof, woof</p> <p>The dog on the bus goes woof, woof, woof</p> <p>All day long.</p> <p>(Continue with sounds made by familiar animals)</p>	<p>e.g. i. <b>Should</b> I bring waterproof clothes?</p> <p>ii. <b>Shall</b> I go by car, or will it be better to walk?</p> <p>Introduce them in context one or two at a time.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings such as politeness.</p>	<p>vi. You <b>should</b> try that new French restaurant.</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Ding dong bell.</b>  Pussy's at the well.  Who took her there?  Little Johnny Hare.  Who'll bring her in?  Little Tommy Thin.  What a jolly boy was that  To get some milk for pussy cat,  Who ne'er did any harm?  But played with the mice in his father's barn</p>	<p><b>D. WRITING</b>  (Persuasive Writing)</p> <p>Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.</p> <p>Teach the features of a debate e.g. vocatives, taking a stand etc.  Put learners in groups and have them select a controversial or debatable topic.</p> <p>Divide the class into two to prepare using the writing process as a guide, and to debate on 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>
Friday	<p>Have learners recite familiar rhymes.</p> <p><b>ROW ROW ROW</b>  Row, row, your boat,  Gently down the stream,  Merrily, merrily, merrily,  merrily  Life is but a dream.</p> <p>Engage learners in the "popcorn reading" game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b>  (Using Simple and Compound Sentences)</p> <p>Revise nouns and verbs by having learners identify them and use them in sentences.</p> <p>Revise simple subjects and predicates in sentences.</p> <p>Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.  Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences.  They edit it to demonstrate their knowledge of subject and predicate</p> <p><b>F. EXTENSIVE READING</b></p> <p>Have learners read books of their choice independently during the library period.</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>Encourage them to visit the local library to read and borrow books</p>


	they finish. This prompts the next student to pick up where the previous one left off.	Let learners write a one-page critical commentary based on the books read  Invite individuals to present their work to the class for feedback.	
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 128		
<b>Learning Indicator(s)</b>	B6.1.2.6.2-3		
<b>Performance Indicator</b>	Learners can solve simple addition and subtraction problems involving integers		
<b>Strand</b>	Number		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters, patterns made from Manila cards, Bundle of sticks		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite rhymes <b>Tooting tutors</b> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ _____ (2) $-8 + 4 =$ _____ (3) $-3 + -5 =$ _____ (4) $1 + -3 =$ _____ (5) $-6 + 5 =$ _____ (6) $6 + -2 =$ _____ (7) $-6 + 8 =$ _____ (8) $-2 + 9 =$ _____  Assessment: Have learners practice with more examples	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	Engage learners to sing songs and recite rhymes <b>Sleet slitters</b> I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ _____ (2) $-8 + 4 =$ _____ (3) $-3 + -5 =$ _____ (4) $1 + -3 =$ _____ (5) $-6 + 5 =$ _____ (6) $6 + -2 =$ _____ (7) $-6 + 8 =$ _____ (8) $-2 + 9 =$ _____  Assessment: Have learners practice with more examples	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	Engage learners to sing songs and recite rhymes <b>Pease Porridge Hot</b> Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.	Learners do the following types (subtraction) (9) $-5 - 1 =$ ____ (10) $-2 - 1 =$ ____ (11) $8 - 7 =$ ____ (12) $2 - 6 =$ _____ (13) $-1 - 7 =$ ____ (14) $-5 - 7 =$ ____ (15) $-8 - 8 =$ ____ (16) $4 - 6 =$ ____	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>Thursday</p>	<p>Engage learners to sing songs and recite rhymes  <b>"Itsy Bitsy Spider"</b>          The itsy bitsy spider crawled up the water spout.          Down came the rain, and washed the spider out.          Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Guide learners to solve word problems;          e.g. (i) Some number added to 5 is equal to -11. Find the number.            (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water?</p>	<p>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>
<p>Friday</p>	<p>Engage learners to sing songs and recite rhymes  <b>"It's Raining, It's Pouring"</b>          It's raining: it's pouring.          The old man is snoring.          He bumped his head on the top of the bed,          And couldn't get up in the morning.</p>	<p>Learners to perform simple multiplication with integers            Guide them to use number line to help learners to multiply integers; learners should always start from zero and skip/hop to the left or write on the number line.            For instance, to multiply 3 by (-2), have learners start from zero and hop to the left 3times in an interval of 2.</p>	<p>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>




<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page 44
<b>Learning Indicator(s)</b>	B6.5.1.1.1
<b>Performance Indicator</b>	Learners can Identify the causes and effects of foul body odor on humans and how it can be prevented
<b>Strand</b>	Humans & The Environment
<b>Sub strand</b>	Personal Hygiene & Sanitation
<b>Teaching/ Learning Resources</b>	Soap, water, dirty clothes
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Engage learners to sing songs and recite rhymes  <b>"If wishes were horses"</b>            If wishes were horses            Beggars would ride:            If turnips were watches            Would wear one by my side.            And if it's and and's were            pots and pans,            The tinker would never work!</p>	<p>Present real items or materials that can be used to prevent foul body (lime, lemon, deodorant, etc.) odor to learners in class.</p>  <p>Brainstorm the uses of the items from learners.</p> <p>Demonstrate their uses as learners observe.</p> <p>Have learners to demonstrate their uses in pairs and in groups.</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>Engage learners to sing songs and recite rhymes  <b>Hot Cross Buns</b>            Hot cross buns!            Hot cross buns!            One ha' penny. Two ha' penny.            Hot cross buns!            If you have no daughters.            Give them to your sons            One ha' penny, Two ha' penny.            Hot Cross Buns!</p>	<p>Evaluate learners by letting them plan and design a project on how to eliminate foul body odor.</p> <p>Activities should include the use of lime and lemon for cleaning the armpit, regular bathing and cutting of hair and nails).</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 59		
<b>Learning Indicator(s)</b>	B6.4.2.1.1.		
<b>Performance Indicator</b>	Learners can Identify the role of children in promoting harmony with other family members		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	Authority & Power		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite rhymes <b><u>"If wishes were horses</u></b> 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!	Learners discuss what it takes to live in harmony.  Learners in pairs, list roles they can play to promote harmony in the family: e.g. Children must be respectful, obedient, humble, etc.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <b><u>Hot Cross Buns</u></b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Let learners in pairs, list roles other family members can play to ensure harmony in the family. e.g. Relatives must be respectful, obedient, caring, protective, defensive, humble, etc.  Ask learners to role-play the duties of their grandparents, uncles, cousins, aunts, etc., in molding their character.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.



<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 54		
<b>Learning Indicator(s)</b>	B6 5.1.1.2:		
<b>Performance Indicator</b>	Learners can explain the need for cordial relationships among family members.		
<b>Strand</b>	The Family, Authority & Obedience		
<b>Sub strand</b>	Authority & Obedience		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Lead learners to explain cordial relationships.  Cordial relation means a friendly relation.  Let learners list behaviors that ensure cordial relationships in the family.  Have learners explain the need for cordial relationships in the family: - to ensure peace and unity, - proper character formation, - progress in the family, - ensure provision of basic needs - shelter, food, school fees, etc.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 44		
<b>Learning Indicator(s)</b>	B6.6.1.1.1		
<b>Performance Indicator</b>	Learners can describe the events leading to the emergence of the Fourth Republic		
<b>Strand</b>	Independent Ghana		
<b>Sub strand</b>	The Republics		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Discuss other key figures in the fourth Republic e.g. Chief Justices</p> <p>chief justice is the highest judge of the supreme court of Ghana. The chief justice is the head of the judiciary in Ghana. Ghana has had six chief justices under the fourth republic.</p> <ol style="list-style-type: none"> <li>1. Philip Edward Archer (1991-1995)</li> <li>2. Isaac Kobina Abban (1995-2001)</li> <li>3. Edward Kwame Wiredu (2001-2003)</li> <li>4. George Kingsley Acquah (2003-2007)</li> <li>5. Goergina Thoedora Woode (20017-2017)</li> <li>6. Sophia Abena Boafoa Akuffo (2017-Date)</li> </ol>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Read out excerpts from speeches made by important individuals in the country.</p> <p>Let learners relate to the speeches and share ideas on such speeches.</p> 	<p>Discuss other key figures in the fourth Republic e.g. speaker of parliament</p> <p>The speaker of parliament of Ghana is the presiding officer who regulates discussions in Ghana parliament. Speakers of parliament of the fourth republic are;</p> <ol style="list-style-type: none"> <li>i. Hon Justice Daniel Francis Annan (1993-2001)</li> <li>ii. Hon Peter Ala Adjarkey (2001-2005)</li> <li>iii. Hon Ebenzre Sakyi Hugdes (2005-2009)</li> <li>iv. Hon Joyce Adeline Bamford Addo (2009-2013)</li> </ol>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

		v. Hon Edward Korbly Doe Adjaho (2013-2017) vi. Hon Prof. Mike Ocquaye (2017- Date)	
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.2.3 B6.2.2.3.3		
<b>Performance Indicator</b>	Learners can create own performing artworks that communicate, educate or sensitize the public on topical issues in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Share jokes with learners.</p> <p>Call 3 learners to share their jokes with the whole class</p>	<p>Learners are to reflect on current topical issues of much concern in the world using available learning resources such as internet, libraries, videos, pictures, etc.</p> <p>Learners to come out with concepts that are good for composing music, dance, drama and poems, etc. to educate and sensitize the public on the advantages and disadvantages of current topical issues of much concern in the world</p> <p>Have learners to discuss, compare and share their experiences through jury and peer review</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>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>Learners are to present and share their concepts intended to communicate, educate or sensitize the public on the advantages and disadvantages of current topical issues of much concern in the world;</p> <p>Demonstrate embedded knowledge, skill and experience in the application and use of performing arts skills, knowledge, experience, techniques, etc. to compose own creative and expressive artworks.</p> <p>Have learners to discuss, compare and share composition and experiences through peer review.</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>

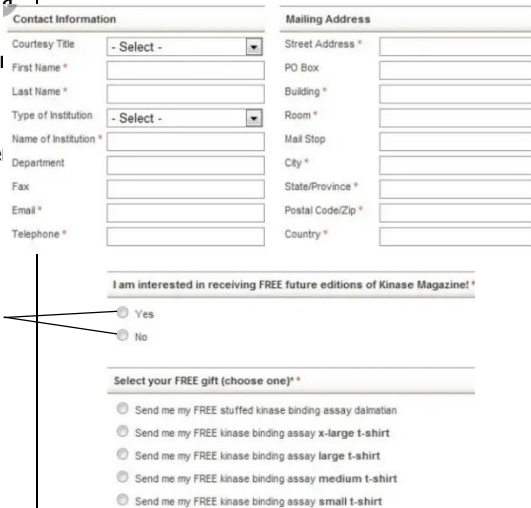
<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 76
<b>Learning Indicator(s)</b>	B6.2.8.1.1.-3
<b>Performance Indicator</b>	Learners can list the most important ideas from a paragraph and re-write the main ideas in a passage in a logical order.
<b>Strand</b>	Reading
<b>Sub strand</b>	Fluency
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> <li>1. RBAE &amp; HREAS</li> <li>2. WNRODED &amp; UTRHNDE</li> <li>3. TUGHAT &amp; HBTUGO</li> <li>4. ODULC &amp; ODOG</li> </ol> <p>Answers: Bare &amp; Share Wonder &amp; Thunder Taught &amp; Bought Could &amp; Good</p>	<p>Give learners longer passages that are interesting to read.</p> <p>In groups, let learners summarize the passage in their own words to the whole class.</p> <p>Discuss ideas that can be derived from the text and sometimes with references from learners' summary.</p> <p>Lead learners to recognize and list the most important ideas of the given text in their workbooks.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Give learners longer passages that are interesting to read.</p> <p>Allow learners to read and discuss the ideas in the passage.</p> <p>Discuss topic sentences with learners.</p> <p><i>A topic sentence is a sentence that expresses the main idea of the paragraph in which occurs.</i></p> <p>e.g. there are many reasons why pollution in Accra is the worst in Ghana. The topic of this sentence is "pollution in Accra"</p> <p>Help learners recognize topic sentences in each paragraph.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the "What letter am I writing" game.</p> <p>Put learners into groups of two.</p> <p>The teacher writes a letter in the air.</p>	<p>Give learners longer passages that are interesting to read.</p> <p>Put learners in groups and help them to recognize the main ideas in each paragraph of the passages.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

	Learners makes the letter sound and tell the teacher the sound that has been written	Let learners re-write the main ideas from a passage logically in their workbooks.	
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.12.1.15		
<b>Performance Indicator</b>	Learners can organize aerobic dance.		
<b>Strand</b>	Motor Skill & Movement Patterns		
<b>Sub strand</b>	Manipulative Skills		
<b>Teaching/ Learning Resources</b>	Pictures and videos		
<b>Core Competencies:</b> Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Organize aerobic dance with local or foreign music.</p> <p>Learners perform rhythmic exercise to develop and refine basic movements skills such as coordination, flexibility, muscular endurance, cardio-vascular endurance, etc.</p> <p>Learners perform and progress at their own pace.</p> <p>Learners use feedback to from peers and teacher to improve their fitness skills</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page 48
<b>Learning Indicator(s)</b>	B6.6.5.1.1-5
<b>Performance Indicator</b>	Learners can demonstrate the filing of forms offline and uploading of files.
<b>Strand</b>	Programming And Databases
<b>Sub strand</b>	Using Online Forms
<b>Teaching/ Learning Resources</b>	A set of computers, mobile phone etc.
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Put learners into 2 teams. Let each team present a player who is very good in playing the Zuma game.</p> <p>The first person to finish a level wins. Teams must bring out a new player for each level.</p> <p>Teacher can choose other games that improves Mousing or keyboarding skills</p>	<p>Explore the uses of check boxes, radio buttons, textboxes etc.</p> <p>Guide learners to open and save a page. Lead them to fill the forms offline.</p>  <p>The screenshot shows a web form with two main sections: 'Contact Information' and 'Mailing Address'. The 'Contact Information' section includes fields for 'Courtesy Title' (a dropdown menu), 'First Name *', 'Last Name *', 'Type of Institution' (a dropdown menu), 'Name of Institution *', 'Department', 'Fax', 'Email *', and 'Telephone *'. The 'Mailing Address' section includes fields for 'Street Address *', 'PO Box', 'Building *', 'Room *', 'Mail Stop', 'City *', 'State/Province *', 'Postal Code/Zip *', and 'Country *'. Below these sections is a survey question: 'I am interested in receiving FREE future editions of Kinase Magazine! *' with two radio buttons labeled 'Yes' and 'No'. Below that is another survey question: 'Select your FREE gift (choose one)* *' with five radio buttons corresponding to different gift options: 'Send me my FREE stuffed kinase binding essay dalmation', 'Send me my FREE kinase binding assay x-large t-shirt', 'Send me my FREE kinase binding assay large t-shirt', 'Send me my FREE kinase binding assay medium t-shirt', and 'Send me my FREE kinase binding assay small t-shirt'. A label 'Radio buttons' with arrows points to the radio buttons in the survey questions.</p> <p>Lead learners to explore the upload button by adding pictures, audio, pdf etc.</p> <p>Lead learners to explore the download button by downloading pictures, audio, pdf etc.</p> <p>Guide learners to Investigate and identify security issues when typing account details online (Antivirus, Credit card details, personal passwords etc.)</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>