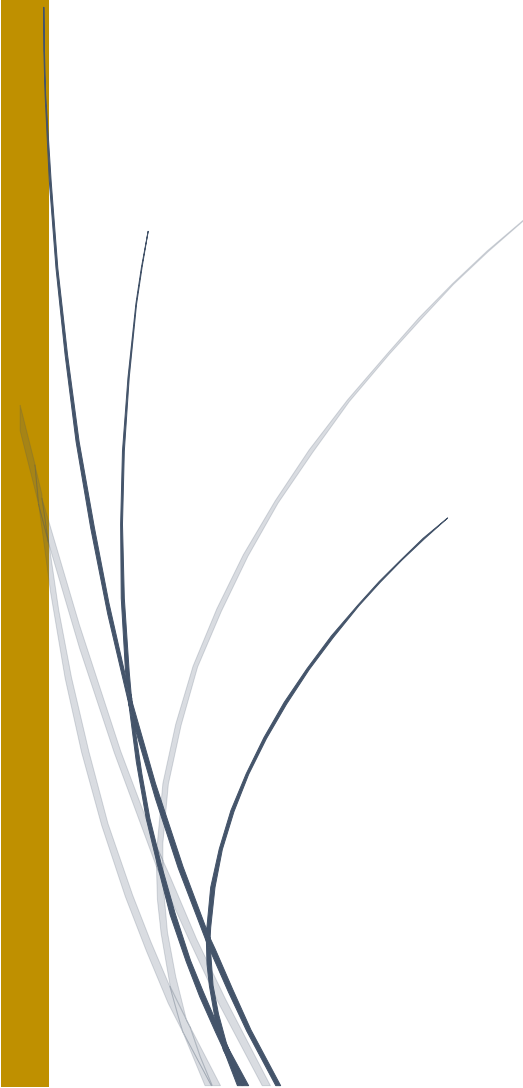


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 5**  
BASIC SIX

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.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 5

### BASIC SIX

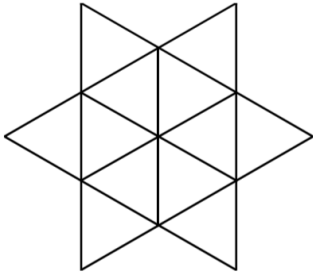
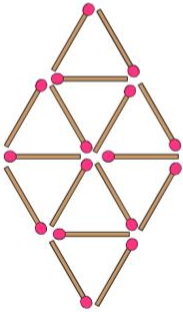
Name of School.....

<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>		B6.1.7.1.6-7 B6.2. 6.4.3. B6.3.9.1.1. B6.4.11.1.1. B6.5.9.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can identify the problems and solutions in texts</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts</p> <p>C. Learners can use modals to express a variety of meanings</p> <p>D. Learners can write freely about topics of choice on national issues and issues from different learning areas.</p> <p>E. Learners can identify subjects and verb in complex sentences</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</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>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p><b>A. ORAL LANGUAGE</b> (Listening Comprehension)</p> <p>Ask questions for learners to recall the events and values in stories read.</p> <p>Guide them to analyze these into cause(s) effect(s) and solution(s).</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <p>Use questions to guide learners to make generalizations based on the main ideas and key details.</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>Have learners recite familiar rhymes.</p> <p><b>ONCE I CAUGHT A FISH ALIVE</b> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p><b>B. READING</b> (Vocabulary)</p> <p>Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc.</p> <p>Have them role play a simple story to bring out the importance of these elements and their usage.</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>
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p><b>MINGLE MINGLE</b></p>	<p><b>C. GRAMMAR</b> (Modals)</p> <p>Revise modal auxiliaries.</p>	<p>Have learners to identify the modals in the following sentences.</p>

	<ul style="list-style-type: none"> <li>•Mingle, mingle – mingle 2x Two mingle (2 come together)</li> <li>•Mingle, mingle – mingle 2x Three mingle (3 come together)</li> <li>•Mingle, mingle – mingle 2x four mingle (4 come together)</li> </ul>	<p>– Shall/will: prediction, intention, determination etc. – Should: obligation</p> <p>We use “<b>ought to</b>” to make strong suggestions and talk about someone’s duty. e.g. i. <i>You look tired. You <u>ought to</u> go to bed early tonight.</i> ii. <i>I <u>ought to</u> get more physical exercise</i></p> <p>we use “<b>must to</b>” talk about things that you have to do. e.g. i. <i>I <u>must</u> mail this letter today.</i> ii. <i>You <u>must</u> speak louder. I can’t hear you.</i></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>i. We <u>ought to</u> lock the door when we leave home. ii. You <u>ought to</u> turn off the computer when you’re not using it. iii. You <u>ought to</u> know how to spell your own name. iv. The teacher <u>ought to</u> make his classes more interesting. v. Children <u>must</u> not play with matches. vi. Go to bed now. Oh, <u>must</u> I? vii. Why <u>must</u> I do my homework tonight?</p>
Thursday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>WE ARE GOING</u></p> <ul style="list-style-type: none"> <li>•We are going 2X</li> <li>•We are going to the train station</li> <li>•The train is coming lalalala push push 2x</li> <li>•Chukuchaka 2x push push 2x</li> </ul>	<p><b>D.WRITING</b> (Free Writing)</p> <p>Have learners select a topic of their choice on national issues and issues from different learning areas.</p> <p>Guide learners to brainstorm and generate ideas. Have learners organize their ideas to write their first draft.</p> <p>They revise their first draft. Learners then, peer edit their work.</p> <p>Have them present their work for class discussion and correction.</p> <p>They then write the final draft and display their work for their peers to read.</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>Have learners sing songs and recite familiar rhymes</p> <p><u>WASH WASH WASH</u></p> <ul style="list-style-type: none"> <li>•Wash, Wash, Wash</li> <li>•Wash your hands</li> <li>•In the morning – Wash your hands</li> <li>•After eating - Wash your hands</li> <li>•After visiting the washroom - Wash your hands</li> <li>•After playing - Wash your hands</li> </ul>	<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.</p> <p>Assign pairs of learners to supply extracts from comprehension passages</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>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>and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences.</p> <p>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>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B6.1.3.1.3 B6.1.4.2.1
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction</li> <li>❖ Learners can use models to explain proportion as a comparison between quantities with equal ratios</li> </ul>
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions Ratio & Proportion
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards
<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	<p><b>How many triangles can you see in this picture?</b></p> 	<p>Guide learners to multiply a whole number by a fraction, e.g. <math>5 \times \frac{2}{3}</math> or finding five two-thirds means <math>\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3\frac{2}{3}</math></p> <p>To multiply a whole number by a mixed fraction (e.g. <math>3 \times 2\frac{2}{3}</math>) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. <math>3 \times 2\frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})</math>  <math>= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6 + \frac{6}{3} = \frac{24}{3} = 8</math></p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p><b>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</b></p> 	<p>To multiply a whole number by a fraction (e.g. <math>3 \times 2\frac{2}{3}</math>) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p> <p>i.e. <math>3 \times 2\frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}</math>  <math>= \frac{24}{3} = 8</math></p> <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

<p>Wednesday</p>	<p><b>Start at the bottom left square and move up, down, left or right until you reach the finish.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4</td><td>9</td><td>7</td><td>7</td><td style="background-color: red;">4</td> ⇨ Finish</tr></table>	4	9	7	7	4
4	9	7	7	4		
8	9	4	5	7		
6	6	4	9	9		
7	8	8	8	6		
Start ⇨	5	5	6	5	5	





**Add the numbers as you go.  
Can you make exactly 53 ?**

 To multiply a fraction (i.e. common or mixed) by a whole number e.g.  $4\frac{4}{5} \times 5$  first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e.  $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} = \frac{24}{1} = 24.$  Assessment: Have learners practice with several examples |  || Thursday | **Which number should go in the empty triangle?** | Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. Example:    The mapping diagram shows that the ratio of number of hens to number of eggs are equal, hence the number of hens is proportional to the number of eggs.  Assessment: Give learners mappings to identify those that are proportional and those that are not | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task. |
| Friday | **There is something strange about this addition square. Can you work out what the missing number is?**   |    |    |    |    | |----|----|----|----| | +  | 3  | 8  | 11 | | 3  | 6  | 11 | 2  | | 8  | 11 | 4  | 7  | | 11 | 2  | 7  |    | | Guide learners to work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 liters of water. How much water does each bottle hold?  If 200bottles=350litres Then 1bottle= $\frac{350liters}{200bottles}$  = 1.75 liters Therefore each bottle holds 1.75liters of water  Assessment: Have learners practice with several examples | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task. |

<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>	B6.5.1.1.2
<b>Performance Indicator</b>	Learners can describe ways of minimizing waste
<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>Have learners solve the brain teasers.</p> <p>It likes food, but water kills it. What is it?</p> <p>What's full of holes but can still hold water?</p>	<p>Learners watch pictures and videos showing and describing ways of minimizing waste in the environment.</p> <p>In groups, learners discuss and come out with ideas to minimize waste in their classroom, school environment, homes and their communities.</p> <p>Each group discusses measures of minimizing waste in the classroom, school environment, home, market, at the bus station, hospitals, church, mosque, beach, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners solve the puzzel below</p> <p>1. Find a letter that is in  but not in </p> <p>2. Find a letter that is in  but not in </p>	<p>Learners present their ideas to the whole class.</p> <p>Evaluate learners by assisting each group design a poster.</p> <p>Have learners design litterbins. Learners plan, design and make their own litterbins for use in the class and school community.</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
<b>Learning Indicator(s)</b>	B6.4.2.2.1.
<b>Performance Indicator</b>	Learners can explain and appreciate the importance of democratic governance
<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>
	<p>Have learners solve the puzzel below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p>	<p>Learners identify various persons and bodies who are responsible in governing their school e.g. head teacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</p> <p>Groups present their report in class.</p>	<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>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p>	<p>Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p> <p>Learners discuss the features of democratic governance in Ghana e.g. tolerance, election of leaders, transparency.</p> <p>Learners discuss how individuals can promote democratic governance.</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>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>	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</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	<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. vice president.</p> <p>The vice president is the second in command when the president is absent. The vice president takes charge of the country in the absence of the president. These are the vice presidents under the fourth republic.</p> <p><b>Name:</b> The late Kow Nkesen Arkosah <b>Party:</b> National Democratic Congress <b>Tenure of office:</b> 1992-1996</p> <p><b>Name:</b> The late John Evans Atta Mills <b>Party:</b> National Democratic Congress <b>Tenure of office:</b> 1997-2000</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>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. vice president.</p> <p><b>Name:</b> The late Aliu Mahama <b>Party:</b> National Patriotic Party <b>Tenure of office:</b> 2001-2008</p> <p><b>Name:</b> John Dramani Mahama <b>Party:</b> National Democratic Congress <b>Tenure of office:</b> 2008-2012</p> <p><b>Name:</b> The Late Kwesi Amissah Arthur <b>Party:</b> National Democratic Congress <b>Tenure of office:</b> 2012-2016</p> <p><b>Name:</b> Alhaji Mahamadu Bawumia <b>Party:</b> National Patriotic Party <b>Tenure of office:</b> 2008-2012</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>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.4.3 B6.1.3.5.3		
<b>Performance Indicator</b>	Learners can exhibit own visual artworks to share creative experiences that communicate, educate or sensitize the public on topical issues in the world		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<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>
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them.	Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.  Guide learners to plan for the exhibition by: - <i>fixing a date</i> - <i>selecting a venue</i> - <i>inviting an audience</i>  Brainstorm to agree on a theme for the exhibition (e.g. Our Environment);  Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance	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.	Decide on mode of display, e.g. hanging, draping, spreading;  Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);  Clean and prepare the hall and its environment and make it ready for the exhibition;  Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 77		
<b>Learning Indicator(s)</b>	B6.2.9.1.1-3		
<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>	Summarizing		
<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>
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	Give learners longer passages that are interesting to read.  Discuss the ideas that can be derived from the text.  Lead learners to recognize and list the most important ideas of the text from the paragraphs and write them in their workbooks.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Get a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	Give learners longer passages that are interesting to read.  Allow learners in groups, to read and discuss the ideas in the passage.  Discuss topic sentences with learners.  <i>A topic sentence is a sentence that expresses the main idea of the paragraph in which occurs.</i>  e.g. my summer vacation at my grandparent's farm was filled with hard work and fun. The topic of this sentence is "Summer vacation"  Help learners to recognize topic sentences in each paragraph.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word.	Give learners longer passages that are interesting to read.  Put learners in groups and help them to recognize the main idea in each paragraph.  Let learners re-write the main ideas in a passage logically	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

<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>	B6.1.13.1.16:		
<b>Performance Indicator</b>	Learners can roll (body) smoothly forward and backward		
<b>Strand</b>	Motor Skill & Movement Patterns		
<b>Sub strand</b>	Rhythmic 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>
	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.	After a warm-up, learners curve their bodies adequately, tuck their head, push- off evenly with both feet, take the body weight on the hands and arms.  The head and body stay tucked in throughout the roll. Learners keep the front and top of the head from touching the mat.  Learners roll back to their feet unaided at their own pace.  Learners adapt forward roll technique base on their capabilities	End lesson with a cool down.  Have learners to reflect on what they have learnt

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 49		
<b>Learning Indicator(s)</b>	B6.6.6.1.1-5		
<b>Performance Indicator</b>	Learners can identify ways and reasons for customizing a web browser.		
<b>Strand</b>	Programming And Database		
<b>Sub strand</b>	Customizing Your Browser		
<b>Teaching/ Learning Resources</b>	A set of computer, mobile phone		
<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>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p>	<p>Have learners discuss the reasons needed for customizing an item</p> <p><i>(i) to gain access to quick commands or information</i></p> <p><i>(ii) for side by side browsing</i></p> <p><i>(iii) for beautifications</i></p> <p>Learners to explore more on customizing a browser. e.g. themes, wallpaper, tools etc.</p> <p>Demonstrate the meaning of bookmarks - <i>Bookmarks, makes you save shortcuts to your favorite webpages and navigate to them in seconds from anywhere.</i></p> <p>Learners to demonstrate the steps in turning on cookies in a browser. Guide learners to turn on cookies in a browser :</p> <p><i>1. From the Tools menu, select Internet Options and enable session cookies, click the Privacy tab.</i></p> <p><i>2. From the Settings section of the tab, click Advanced.</i></p>	<p>Form groups and have learners to summarize the important points of the lesson.</p> <p>Learners can pose questions for clarity if they don't understand</p>