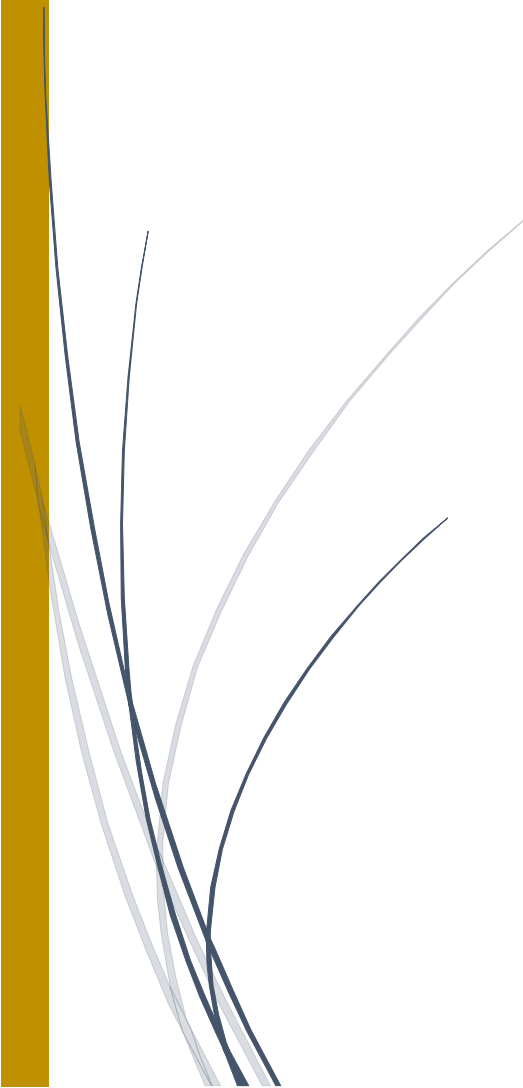


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 8
BASIC SIX

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 8

BASIC SIX

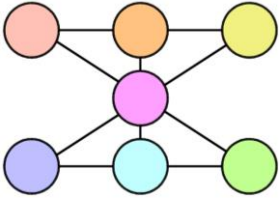
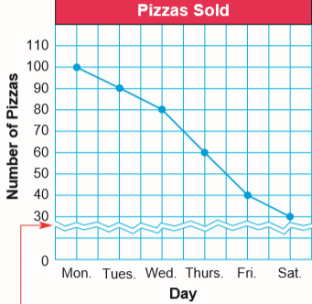

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.2.2. B6.2.7.3.1. B6.3.11.1.1. B6.4.14.1.1. B6.5.9.1.2. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can read aloud clearly, at a good pace and with expression</p> <p>B. Learners can determine the contextual meaning of words and phrases.</p> <p>C. Learners can form and use adjective phrases correctly e.g. this is a very beautiful flower.</p> <p>D. Learners can write short paragraphs to describe incidents. e.g. accidents, fire outbreak.</p> <p>E. Learners can construct complex sentences correctly</p> <p>F. Learners can read and critique a variety of age - and level appropriate books.</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 to play games, sing songs and recite rhymes.</p> <p>Students start in a line at the back of the classroom and take one step forward for each question they answer correctly, sentence finished, or word guessed.</p> <p>The first to the front wins</p>	<p align="center">A. ORAL LANGUAGE (Presentation)</p> <p>Give a model reading by reading a short texts aloud.</p> <p>Have pupils read aloud in pairs and in small groups.</p> <p>Let them write and read out short speeches on given topics in groups. Groups may read out their speeches to the class.</p> <p>Have learners select topics of interest from informational texts read.</p> <p>Help learners to identify the purpose and audience of sample speeches.</p> <p>Have learners visit the library to research and plan their speeches.</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>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 align="center">B. READING (Comprehension)</p> <p>Select a text for reading. Identify words and phrases and systematically, guide learners to work out their meanings in context.</p> <p>Put learners into groups and give each group a set of words and phrases to find their meanings. Each group presents its work.</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>Write down a couple of words on cards. Make sure</p>	<p align="center">C. GRAMMAR (Adjective Phrases)</p>	<p>Give learners task to complete whiles you go</p>

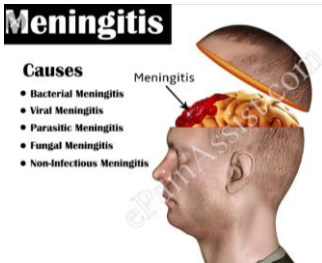
	<p>learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Revise adjectives in context by having learners identify them in sentences and use them in their own sentences.</p> <p>Introduce the adjective phrase as a grammatical structure with the adjective as head. E.g. a beautiful house, a strong African oven.</p> <p>Provide sentences with adjective phrases and let learners identify the adjective phrases.</p> <p>In groups, learners form adjective phrases and use the phrases in sentences.</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.</p> <p><i>(continue to any desired number)</i></p>	<p><u>D.WRITING</u> <i>(Informative Writing)</i></p> <p>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Learners play "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.</p>	<p><u>E.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple and Compound Sentences)</i></p> <p>Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</p> <p>Let learners join pairs of simple sentences into compound ones.</p> <p>Introduce complex sentences with several examples.</p> <p>Elicit similar sentences from learners</p> <p><u>F.EXTENSIVE READING</u></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>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>Encourage them to visit the local library to read and borrow books</p>

Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.4.1.1.2 B6.4.1.1.3
Performance Indicator	Apply understanding of how to create a line graph by using a given table of values (or set of data) to draw a line graph and answer questions based on them to interpret and draw conclusions.
Strand	Number
Sub strand	Data Collection & Organization
Teaching/ Learning Resources	Class registers, school based assessment
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>Through discussion, guide learners to understand the difference between discrete and continuous data.</p> <table border="1"> <tr> <th>Discrete</th> <th>Continuous</th> </tr> <tr> <td> <ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election </td> <td> <ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity </td> </tr> </table> <p>Encourage learners to give other examples of discrete and continuous data.</p>	Discrete	Continuous	<ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election 	<ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																																
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<ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election 	<ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity 																																						
Tuesday	<p>Can you make a pyramid with 100 at the top?</p>	<p>Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data</p> <p>(i) The number of match sticks Sena used in making a pattern of squares</p> <table border="1"> <tr> <td>Number of Squares (n)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>Matchsticks (s)</td> <td>4</td> <td>7</td> <td>10</td> <td>13</td> <td>16</td> <td>19</td> <td>22</td> <td>25</td> </tr> </table> <p>(ii) Progress of plant's growth recorded by Kofi over a week</p> <table border="1"> <tr> <td>Days (d)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>Height (h) (cm)</td> <td>5</td> <td>6.5</td> <td>8</td> <td>9.5</td> <td>11</td> <td>12.5</td> <td>14</td> <td>15.5</td> </tr> </table> <p>Let learners answer questions based on the table above</p>	Number of Squares (n)	1	2	3	4	5	6	7	8	Matchsticks (s)	4	7	10	13	16	19	22	25	Days (d)	1	2	3	4	5	6	7	8	Height (h) (cm)	5	6.5	8	9.5	11	12.5	14	15.5	<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>
Number of Squares (n)	1	2	3	4	5	6	7	8																															
Matchsticks (s)	4	7	10	13	16	19	22	25																															
Days (d)	1	2	3	4	5	6	7	8																															
Height (h) (cm)	5	6.5	8	9.5	11	12.5	14	15.5																															
Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data</p> <p>(iii) Number of people in the immediate family of P6 students in a school</p> <table border="1"> <tr> <td>Number of people in family</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>Number of students</td> <td>0</td> <td>4</td> <td>9</td> <td>11</td> <td>6</td> <td>5</td> <td>3</td> <td>3</td> <td>1</td> </tr> </table> <p>(iv) Abu travelled on a bicycle to buy food, the table shows how far (in kilometres) he was away from the house.</p> <table border="1"> <tr> <td>Time (minutes)</td> <td>0</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> </tr> <tr> <td>Distance (km)</td> <td>0</td> <td>3</td> <td>3.5</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> </tr> </table> <p>Let learners answer questions based on the table above</p>	Number of people in family	1	2	3	4	5	6	7	8	9	Number of students	0	4	9	11	6	5	3	3	1	Time (minutes)	0	5	10	15	20	25	30	Distance (km)	0	3	3.5	4	4	2	0	<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>
Number of people in family	1	2	3	4	5	6	7	8	9																														
Number of students	0	4	9	11	6	5	3	3	1																														
Time (minutes)	0	5	10	15	20	25	30																																
Distance (km)	0	3	3.5	4	4	2	0																																

<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 learners to draw more line graphs for given data values by determining the common attributes (title, axes and intervals)</p> <p>Mr. Fleury, owner of Pizzas Unlimited, records pizza sales for 6 days.</p> <table border="1" data-bbox="643 256 1057 300"> <thead> <tr> <th>Day</th> <th>Mon.</th> <th>Tues.</th> <th>Wed.</th> <th>Thurs.</th> <th>Fri.</th> <th>Sat.</th> </tr> </thead> <tbody> <tr> <td>Pizzas Sold</td> <td>100</td> <td>90</td> <td>80</td> <td>60</td> <td>40</td> <td>30</td> </tr> </tbody> </table>  <p>Learners to answer, questions based on graph to interpret the line graphs to draw conclusions</p>	Day	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Pizzas Sold	100	90	80	60	40	30	<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>
Day	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.											
Pizzas Sold	100	90	80	60	40	30											
<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 study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70oC? What is the water temperature after 5 minutes?</p> <p>Ask learners to write questions for their friends to read and interpret the line graphs.</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	Six
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B6.5.2.1.2
Performance Indicator	Know how to prevent meningitis
Strand	Humans & The Environment
Sub strand	Diseases
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	


DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners watch videos or pictures on the causes and prevention of meningitis.</p>  <p>Meningitis</p> <p>Causes</p> <ul style="list-style-type: none"> • Bacterial Meningitis • Viral Meningitis • Parasitic Meningitis • Fungal Meningitis • Non-infectious Meningitis <p>Gather relevant charts on meningitis from a health center and engage learners in a presentation on how to prevent it.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Invite a health personnel or the SHEP coordinator to give a presentation on meningitis.</p> <p>Allow group presentations and write learners' ideas on the board</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>

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B6.4.4.1.1.		
Performance Indicator	Describe the agricultural value chain and the job opportunities		
Strand	Our Beliefs And Values		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving 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)
	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 discuss the meaning of agricultural value chain <i>Agricultural value chain is the practice of linking farmers to people who can process, package, market and eventually buy the food they produce.</i> Learners talk about job opportunities in the agricultural value chain e.g. crop farming, livestock, fisheries Agro-chemicals industry, meat processing.	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.
	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 write essays on their choice of job opportunities in the agricultural value chain. Have learners to read out their essay to the whole class	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.

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & 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.	Let learners, in groups, discuss attitudes and behaviors of a responsible family member: - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> Guide learners to discuss the importance of being committed to the family: - <i>to promote unity,</i> - <i>to gain respect,</i> - <i>to be considered a trustworthy person,</i> - <i>to uplift family image, etc.</i>	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.

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B6.6.2.1.1
Performance Indicator	Identify the leaders of the coup d'états and names of their regimes.
Strand	Independent Ghana
Sub strand	Military Rule
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.

Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)						
	<p>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>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Have learners to list the military regimes since 1966 and their leaders.</p> <table border="1"> <thead> <tr> <th>Military Regime</th> <th>Leader</th> </tr> </thead> <tbody> <tr> <td>National Liberation Council</td> <td>Lt. General J.A Ankrah</td> </tr> <tr> <td>National Redemption Council</td> <td>Lt. Colonial Ignatius Kutu Achempong</td> </tr> </tbody> </table>	Military Regime	Leader	National Liberation Council	Lt. General J.A Ankrah	National Redemption Council	Lt. Colonial Ignatius Kutu Achempong	<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>
Military Regime	Leader								
National Liberation Council	Lt. General J.A Ankrah								
National Redemption Council	Lt. Colonial Ignatius Kutu Achempong								
	<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>Show and discuss a documentary on any of the military take overs.</p> <p>The National Liberation Council led the Ghanaian government from 24th February 1966 to October 1969. The Ghana armed forces and the police service jointly, with collaboration from the Ghana civil service overthrew the Nkrumah government. That was the first time a government was overthrown by a coup d'état. The coup was organized by the NCL led by Lt. General J.A Ankrah.</p> <p>Let learners search the internet for the leaders of the National Liberation Council</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	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B6 2.4.6.3 B6 2.4.7.3
Performance Indicator	Develop guidelines for appreciating and appraising own and others' performing artworks that communicate, educate or sensitize the public on topical issues in the world.
Strand	Performing Arts
Sub strand	Appreciating and Appraising
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community

Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Call learners to recall some history facts about Huge Ramapolo Masekela and his artworks.</p> <p>Show pictures of Ramapolo Masekela artworks to learners</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. playing musical instruments to create a rhythmic pattern.</p> <p>Put learners into groups and let them play musical instruments to create a rhythmic pattern 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	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.4.8.1.1-3		
Performance Indicator	Learners can write formal 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)
	<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>Show types of letters to learners and discuss them.</p> <p>Talk about formal letters and their structure.</p> <p>Write a sample formal letter on the board.</p> <p>Discuss with the learners the processes of writing letters.</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>Assist learners to understand the process in writing formal letters.</p> <p>Read out the formal letter on the board and ask learners to talk about it.</p> <p>Let learners write formal letters using controlled composition.</p> <p>Choose a place and discuss letters that can be written to that place by different categories of people.</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>Assist learners to understand the process in writing formal letters.</p> <p>Read out the formal letter on the board and ask learners to talk about it.</p> <p>Let learners write formal letters using controlled composition.</p> <p>Choose a place and discuss letters that can be written to that place by different categories of people.</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	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B6.3.5.3.5:
Performance Indicator	Identify the capabilities of the various body types (mesomorph, ectomorph and endomorph).
Strand	Physical Fitness
Sub strand	Flexibility
Teaching/ Learning Resources	Pictures and Videos

Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.

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 capabilities of each body types:</p> <p>i. Mesomorph-Sprinter, player (all roles) Lifter, etc.</p>  <p>ii. Ectomorph- Long distance runner, midfielder, basketball shooter, etc.</p>  <p>iii. Endomorph- Good swimmer, thrower, hockey goalkeeper, etc.</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	Six
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B6.6.8.1.1-3.
Performance Indicator	Give examples and describe hardware used in Internet of Things (IOT).
Strand	Internet And Social Media
Sub strand	Internet Of Things
Teaching/ Learning Resources	Pictures or projected images
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>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>Guide learners to discuss the IOT hardware in groups.</p> <p><i>IOT hardware includes a wide range of devices such as devices for communication, security, routing, bridges, sensors etc.</i></p> <p>Guide learners to list at least five gadgets used for IOT e.g. Nest Smart Thermostat, Samsung SmartThings Hub, August Smart Lock, etc.)</p>  <p>Guide learners to describe IOT use.</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>