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SAMPLE LESSON NOTES-WEEK 9

BASIC FOUR

Several thin, dark green curved lines originate from the bottom left corner, resembling blades of grass or reeds.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 9

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.5.1.1 B4.2.6.2.1 B4.3.5.1.3 B4.4.1.1.1 B4.5.8.1.1.	
Performance Indicator		A. Learners can role-play a story/play B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts C. Learners can use the simple present form of verbs in sentences D. Learners can write freely about topics of choice in their immediate environment E. Learners can identify and use conjunctions	
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	learners sing songs and recite familiar rhymes <u>Peter Piper" Lyrics</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?	<u>A.ORAL LANGUAGE</u> (Dramatization and Role Play) Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot. Have learners identify and discuss the characters and events/key issues in the play/story. Assessment: Guide learners to role-play the key characters in specific scenes.	Interview and ask learners to share their feelings about the roles of their favorite characters Learners to talk about the roles they played and why they will keep or changed it in the next drama.
Tuesday	Engage learners to play “Read-Cover- Write” game. Put word cards on the table, floor or a bowl. A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class. The class checks to see if the word is correct.	<u>B.READING</u> (Vocabulary Pg.24) Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences. Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually and in groups, to do same. Guide learners to make meaning from the context in which words have been used.	Ask learners to talk about what they have learnt. Call out a few words for learners to spell them off head. Ask learners to read some keywords on the board.


Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> <p>This can also be played with high frequency words that the children know.</p>	<p>C. GRAMMAR (verbs Pg.41)</p> <p>Using several examples to demonstrate the use of the simple present form of verbs in the sentences e.g. i. <i>Esi <u>reads</u> every day.</i> ii. <i>Joe <u>sweeps</u> every morning.</i></p> <p>Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. – Timeless and universal statements. e.g. i. <i>The sun <u>rises</u> in the east and sets in the west.</i> ii. <i>Ghana <u>is</u> in Africa.</i></p> <p>Provide ample practice using language drills.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>
Thursday	<p>Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.</p>	<p>D. WRITING (creative writing Pg.54)</p> <p>Go round to supervise learners as they write their draft.</p> <p>They 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>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Friday	<p>Write down a couple of words on cards. Make sure 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>.WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Conjunctions are words that link sentences together.</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. <i>Ted stayed home from school <u>because</u> he was sick.</i> ii. <i>She was going out to play <u>but</u> it rained.</i></p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a 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>


		<p>e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other's work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p>	
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Week Ending			
Class		Four	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B4.1.2.5.1 B4.1.2.6.1	
Performance Indicator		❖ Learners can divide 2-digit numbers by 1-digit number efficiently ❖ Learners can solve multi-step word problems involving the four basic operations	
Strand		Number	
Sub strand		Number Operations	
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	Have learners arrange the fractions from the largest to the smallest. <div><div>$\frac{1}{5}$</div><div>$\frac{3}{4}$</div><div>$\frac{1}{3}$</div><div>$\frac{2}{4}$</div></div> Learners are to complete the work within a given time	Guide learners to solve Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend. For example, $25 \div 5 = ?$ Learners count the number of times 5 was subtracted from 25, which is 5 times. Hence, $25 \div 5 = 5$	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	Engage learners to play the missing number puzzle. Use 1 to 4 to finish each equation. Multiply before you add and subtract 3. <div><div><div><div></div><div>+</div><div></div></div><div>5</div></div><div><div><div><div>×</div><div></div><div>-</div></div><div></div></div><div><div><div></div><div>-</div><div></div></div><div>1</div></div><div><div>12</div><div></div><div>-1</div></div></div></div>	Guide learners to solve Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$ Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) "About how many groups of 3 can fit into 276?" The estimation used here is 40. So $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share. To find the final answer add the estimations: $40 + 50 + 2 = 92$. Therefore $276 \div 3 = 92$.	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Engage learners to play the missing number puzzle.	Learners model mathematical statements from a given word problem involving	Give learners task to complete while you go



	<p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>2.</p> <table border="1"> <tr><td></td><td>X</td><td></td><td>8</td></tr> <tr><td>X</td><td></td><td>-</td><td></td></tr> <tr><td></td><td>+</td><td></td><td>4</td></tr> <tr><td>2</td><td></td><td>1</td><td></td></tr> </table>		X		8	X		-			+		4	2		1		<p>addition and multiplication and solve using the strategies learnt.</p> <p>Use 1 to 4 to finish each equation.</p> <p>Multiply before you add and subtract</p> <table border="1"> <tr><td></td><td>-</td><td></td><td>3</td></tr> <tr><td>+</td><td></td><td>X</td><td></td></tr> <tr><td></td><td>-</td><td></td><td>1</td></tr> <tr><td>7</td><td></td><td>2</td><td></td></tr> </table>		-		3	+		X			-		1	7		2		<p>round the class to support those who might need extra help.</p>
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Thursday	<p>Let learners play games and sing songs to begin the lesson.</p> <p>Revise with them the previous lesson through questions and answers.</p>	<p>Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																																
Friday	<p>Engage learners in the Mental math game:</p> <p>Give a sequence of instructions for learners to follow while doing math in their head.</p>	<p>Learners role play a given word problem involving addition and multiplication and solve.</p> <p>e.g. i. A bee has 6 legs. How many legs do 8 bees have?</p> <p>ii. Brad has 17 ballons. 8 ballons are red and the rest are green. How many green ballons does Brad have?</p> <p>iii. Josh had 16 marbles in his collection. He lost 7 marbles. How many marbles does he have now?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																																

Week Ending			
Class		Four	
Subject		SCIENCE	
Reference		Science curriculum Page 5	
Learning Indicator(s)		B4.2.1.3.1	
Performance Indicator		Demonstrate the process of evapotranspiration	
Strand		Cycles	
Sub strand		Earth Science	
Teaching/ Learning Resources		Glass or plastic bottle	
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 to explain the terms evaporation and transpiration. Guide learners are guided to breathe out or blow air onto a transparent surface, e.g. a glass or plastic bottle and share their observations. Explain to learners that just as humans release water vapor when they respire, so do plants when they transpire. Put learners into groups and give each group a young potted plant, plastic wrap bag and a rubber band to undertake the following activities: (1) Let learners examine the surface of the leaves of the plants and mop off any water droplets on the leaves. (2) Tie the plastic wrap bag around the plant up to the stem and leave it for an hour. (3) Observe both plant and plastic wrap surfaces. (4) Let learners report on what happens	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending			
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 6	
Learning Indicator(s)		B4.2.1.1.1.	
Performance Indicator		Explain ways of making the environment safe	
Strand		All around us	
Sub strand		The Environment & The Weather	
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)
	Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.	<p>Learners talk about ways of ensuring safety in the environment e.g. <i>keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things.</i></p> <p>Show pictures and video clips on human activities that do not make the environment safe: <i>illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.</i></p> 	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners in groups play games or engage in activities that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastics</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>

Week Ending			
Class		Four	
Subject		RELIGIOUS & MORAL EDUCATION	
Reference		RME curriculum Page 26	
Learning Indicator(s)		B4.2.1.1.1:	
Performance Indicator		Name the various forms of worship	
Strand		Religious Practices	
Sub strand		Religious Worship	
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)
	<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>Ask learners to mention the various forms of worship in the Christianity religion.</p> <p>Let learners observe pictures depicting various forms of worship and discuss them.</p>  <p>In groups, let learners write down the activities that go on during worship in church.</p> <p>Let learners dramatize the modes of worship among christians.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>

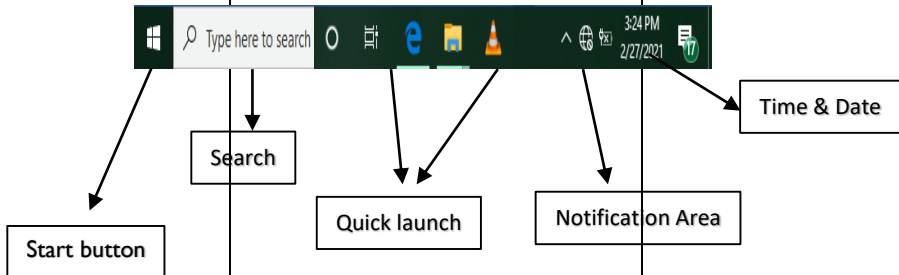

Week Ending			
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page 24	
Learning Indicator(s)		B4.1.4.1.1	
Performance Indicator		Describe the history of Ghana's major historical locations	
Strand		My country Ghana	
Sub strand		Major Historical Location	
Teaching/ Learning Resources			
Core 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.	With the use of internet, identify the major historical locations in Ghana Example: Burma camp Retell the stories behind some of the historical location <i>Burma camp is the headquarters of the ghana armed forces and the ghanaian ministry of defense. The camp is in accra, ghana. It retains its notoriety and fear from previous ghanaian military regimes, when civilians who entered the camp might not reemerged.</i>	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize 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.	Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located Show and discuss a documentary on these locations in Ghana	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson

Week Ending			
Class		Four	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum Page 27 & 30	
Learning Indicator(s)		B4 1.1.1.1 B4 2.1.1.1.	
Performance Indicator		Learners can study and make artworks created by selected Ghanaian visual artists.	
Strand		Visual Arts &Performing Arts	
Sub strand		Thinking and Exploring Ideas School based project	
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>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to study the visual artworks created by some Ghanaian visual artists.</p> <p>Example: Ben Agbee</p> <p><i>Ben Agbee is an artist of Ghana. He was born in 1966, and majored in art at college. He graduated in 1989 and continued with painting. His work is purposefully bold and colorful, illuminative of the vitality and convivial nature of his respective locality.</i></p> <p>Have learners to watch some of his artworks and talk about them.</p> <div></div>	<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>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Engage learners to study some paintings of Ben Agbee.</p> <div></div> <p>Learners to identify and discuss the themes of the compositions of Ben Agbee that reflect the history and culture of the people of Ghana</p> <p>Let learners make their own paintings based on their own themes.</p> <p>Learners to create a gallery with the drawings for appreciation.</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		GHANAIAI LANGUAGE	
Reference		Ghanaian Language curriculum Page	
Learning Indicator(s)		B4.5.1.1.1-3	
Performance Indicator		Demonstrate an understanding of the use of capital letters after colons.	
Strand		Writing Convention And Grammar Usage	
Sub strand		Integrating grammar in written language (capitalization)	
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>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let learners write their names on a paper and show it to the class.</p> <p>Create a game about using a capital letter to begin a sentence.</p> <p>Play the game with learners.</p> <p>Write the sentences on the board and let learners read the sentences.</p> <p>Encourage learners to begin sentences with capital letters.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Create a game about using a capital letter after a full stop.</p> <p>Play the game with learners.</p> <p>Let learners use capital letters after full stops.</p> <p>Create a game about using a capital letter after a colon.</p> <p>Play the game with learners.</p> <p>Help learners to understand the use of capital letters after a colon.</p> <p>Encourage learners to use capital letters to begin a sentence after a colon</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>

Week Ending			
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B4.3.2.3.2	
Performance Indicator		Learners can perform continuous ‘v’ push-up	
Strand		Physical Fitness	
Sub strand		Endurance	
Teaching/ Learning Resources		Pictures and Videos	
Core Competencies: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance			
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 in a general and specific warm up	Learners demonstrates the correct position by sitting on the floor, straightening the legs and open to ‘v’ shape and keep palms flat on the floor. Learners lift the body up at their own pace. Supervise as learners practice individually.	End the lesson with a cool down

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 3
Learning Indicator(s)	B4.1.2.1.3.
Performance Indicator	Demonstrate the use of the Sections of the Taskbar
Strand	Introduction To Computing
Sub strand	Introduction to MS Windows Interface
Teaching/ Learning Resources	Pictures of the taskbar, a computer setup.
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>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 explore the use of the Taskbar, Start Menu, and Pinned Applications and Notification Area.</p> <p>Task bar is the horizontal bar that lies at the bottom of a desktop.</p>  <p>Learners to navigate and explore the use of the start menu.</p> 	<p>Use questions to review learners understanding of the lesson.</p> <p>Call learners to summarize the main points of the lesson</p>