

A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 8
BASIC FIVE

A series of thin, dark green lines radiate from the bottom left corner, resembling blades of grass or reeds.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 8

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.1.2 B5.2.5.1.1. B5.3.5.1.2 B5.4.3.1.2. B5.5.6.1.1. B5.6.1.1.1	
Performance Indicator		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can orally produce two-syllable words by blending sounds</p> <p>C. Learners can use appropriate subject-verb agreement</p> <p>D. Learners can identify the main idea and minor ideas in a paragraph</p> <p>E. Learners can use adverbs to express manner</p> <p>F. Learners can read 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>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>A. <u>ORAL LANGUAGE</u> (Presentation)</p> <p>Revise important features of spoken language such as use of contractions and ellipsis.</p> <p>Help learners to use contractions and ellipsis in speech. E.g. Contraction: <i>i. Kofi cannot come today. ii. Kofi can't come today.</i> Ellipsis: A: <i>When will you come?</i> B: <i>Tomorrow</i></p> <p>Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. E.g. Introduction of a chairman.</p> <p>Encourage learners to give short and simple speeches on chosen topics, e.g. My Favorite Meal.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to play the Hangman game</p> <p>Think of a word and write the number of letters on the board using dashes to show many letters there are. Example: SCHOOL _ _ _ _ _</p> <p>Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and</p>	<p>B. <u>READING</u> (Blends and Consonant Clusters)</p> <p>Introduce two-syllable words with consonant blends. Model the pronunciation and have learners say them after you.</p> <p>Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</p> <p>List words on the board and drill learners in their pronunciation.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.</p>

	begin drawing the image of a hanging man. Continue this until learners guess the word correctly.	Assessment: Learners read sentences and pick out the two-syllable words with consonant blends. e.g. dr -hundred, dr -drumstick, bl -problem, nd -handcuff	
Wednesday	Engage learners to recite a few rhymes with actions "It's Raining, It's Pouring" 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.	C. GRAMMAR (verbs) Review subjects and verbs in simple sentences. Use examples to introduce and explain subject-verb agreement. Example. The dog barks at the boy. If the subject is changed to plural, 's' is added- the dogs bark at the boy. Assessment: Present sentences with missing subjects and others without verbs for learners to complete. Introduce drills e.g. a completion drill to give further practice.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners read and spell the keywords written on the board
Thursday	Engage learners in the "Change your style" game Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, jumping, crazy dance, heading a ball etc.	D. WRITING (Paragraph Development) Display a Model Paragraph, e.g. <i>The children of Boti go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.</i> Have learners read it. Guide learners to identify the details of the paragraph and the sentences that contain these details. Have learners write their own paragraphs	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners read and spell the keywords written on the board
Friday	Show pictures of a turtle, an old man driving a car, and Ronaldo the famous player. Have learners talk about the activities in the pictures e.g. <i>The turtle walks <u>slowly</u>.</i> <i>The old man drives the car <u>slowly</u>.</i> <i>Ronaldo is the <u>best</u> player in the world.</i>	E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Adverbs Pg. 146) Adverbs of manner tells how an action is done. e.g. <i>Obeng walks <u>fast</u></i> Provide a passage with adverbs of manner.	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.

	<p>Discuss with learners their answers and hence introduce the lesson.</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>Pair up learners to write short paragraphs using adverbs of manner.</p> <p>Have pairs present their work to the class for feedback.</p> <p style="text-align: center;"><u>F.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a three-paragraph summary of the book read.</p>	<p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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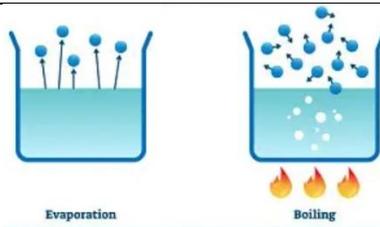
Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 71	
Learning Indicator(s)		B5.1.2.5.1.	
Performance Indicator		Learners can solve multi step word problems involving the four basic operations	
Strand		Number	
Sub strand		Number Operations	
Teaching/ Learning Resources		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	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving subtraction and division and solve	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Give learners brain teasers to solve. 1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?	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	Give learners task to complete while you go round the class to support those who might need extra help.
Thursday	Engage learners to cut out some 2D shapes at your start signal. Have learners to paste the cut outs on the classroom wall	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) $-2 + 9 =$ _____ Use number line to help	Give learners task to complete while you go round the class to support those who might need extra help.

		learners to do the following types (subtraction) (9) $-5 - 1 =$ $\underline{\hspace{1cm}}$ (10) $-2 - 1 =$ $\underline{\hspace{1cm}}$ (11) $8 - 7 =$ $\underline{\hspace{1cm}}$ (12) $2 - 6 =$ $\underline{\hspace{1cm}}$ (13) $-1 - 7 =$ $\underline{\hspace{1cm}}$ (14) $-5 - 7 =$ $\underline{\hspace{1cm}}$ (15) $-8 - 8 =$ $\underline{\hspace{1cm}}$ (16) $4 - 6 =$ $\underline{\hspace{1cm}}$	
Friday	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	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?	Give learners task to complete while you go round the class to support those who might need extra help.

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 20
Learning Indicator(s)	B5.2.1.3.1
Performance Indicator	Demonstrate evaporation and condensation as important processes of the hydrological (water) cycle
Strand	Diversity Of Matter
Sub strand	Earth Science
Teaching/ Learning Resources	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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>Learners recite poems and rhymes involving the environment and water.</p> <p>In groups, learners demonstrate evaporation and condensation, e.g. learners observe water drying off their wet hands (evaporation),</p>  <p>covering water with a lid and observing water droplets on the lid after some time (evaporation & condensation).</p>  <p>Guide learners to explain the terms evaporation and condensation based on the experiment performed.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.</p>	<p>Demonstrate evaporation by heating water until it boils, then covering the boiling water with a sheet of transparent glass. Water vapor condenses on transparent glass (condensation).</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>

Ask learners questions to review their understanding in the previous lesson



Learners are assisted to understand how evaporation and condensation lead to the formation of rain.

Display pictures or simple diagrams of the water cycle showing evaporation and condensation

Have learners to read and spell the key words written on the board

Week Ending			
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 28	
Learning Indicator(s)		B5.1.4.1.1.	
Performance Indicator		Describe skills for dealing with peer pressure	
Strand		All About Us	
Sub strand		Home And School	
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)
	<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 talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous</p>  <p>Learners role play benefits of belonging to good peer groups</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</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>Learners discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre-marital sex</p>  <p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink alcohol ii. take drugs iii. have pre-marital sex</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 37		
Learning Indicator(s)	B5.1.2.1.2:		
Performance Indicator	Demonstrate ways to care for the environment.		
Strand	God's Creation & Attributes		
Sub strand	The Environment		
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>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 in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Let learners discuss and write down the importance of caring for the environment: the importance may include: i. <i>it helps to improve climatic conditions such as adequate rainfall, balanced temperature on earth, etc.</i></p> <p>Let learners present their work in class for appreciation and discussion.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 31
Learning Indicator(s)	B5.2.5.1.1
Performance Indicator	Name Ghanaians who have made significant Contribution locally and internationally
Strand	My Country Ghana
Sub strand	Some Selected Individuals
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 play games and sing familiar rhymes to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally</p> <p>Example: Efua Sutherland-playwright</p>  <p><i>Efua Theodora Sutherland was a Ghanaian playwright, director, dramatist, children's author, poet, educationalist, researcher, child advocate, and cultural activist. Her works include Foriwa, Edufa, and The Marriage Of Anansewa. A park in Accra near the national theater was named after her "Efua Sutherland park"</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</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>
	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally</p> <p>Example: Prof Akua Kuenyehia-law</p> <p><i>Akua Kuenyehia is a Ghanaian lawyer who served as a judge of the international criminal court from 2003 to 2015. She also served as first vice president of the court.</i></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>

*She was one of the only three female
african judges at the ICC*



Use pictures to identify some of the
important contributions he made
locally and internationally

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 88,91		
Learning Indicator(s)	B5.1.4.6.1 B5 1.4.7.1		
Performance Indicator	Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the history and culture of the African people		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising(Performing Arts)		
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>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>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	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 50		
Learning Indicator(s)	B5.4.2.1.1-3		
Performance Indicator	Create a story that relates to their environment.		
Strand	Composition Writing		
Sub strand	Creative/ Free 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)
	Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep	Discuss with learners things that are considered in writing a story. In groups, ask learners to create a short story and read to the class. Give a few words on the board as a guide for learners to write a short story	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Engage learners to play “ The Memory Game ” The students are shown a picture with many things in it or a list of several words. The catch is they are shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their books.	Ask a learner to tell a story. Discuss with learners what an imaginative story is. In groups, ask learners to write an imaginative story of about three hundred words and present to the class. Write sentences on flashcards. Use the sentences on the flashcards to help learners to write an imaginative longer story on their own.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Engage learners to play the “Step forward” game. Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.	Discuss some environmental issues with learners such as flood, bushfire, climate change pollution, etc. Give learners some guiding sentences on the board. Put learners in groups and guide them to create a story about a selected issue on the environment for each group	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 61		
Learning Indicator(s)	B5.2.2.2.2:		
Performance Indicator	Explain the differences in applying and receiving force when jumping for height and distance.		
Strand	Movement Concepts		
Sub strand	Dynamics		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility			
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)
	Use questions and answers to review the previous lesson with learners. Engage learners to play games and sing songs to begin the lesson	In a discussion, explain to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the sky by placing it outside the center of the body. At the same time, the performer should take advantage of reaction force by pushing hard on the ground during take-off so as to gain height.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson.

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 14		
Learning Indicator(s)	B5.1.3.1.3.		
Performance Indicator	Identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.		
Strand	Introduction To Computing		
Sub strand	Data, Sources And Usage		
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
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)
	Use questions and answers to review the previous lesson with learners. Engage learners to play games and sing songs to begin the lesson	Guide learners to mention or talk about where one can receive or send information by asking leading questions. Task learners to record data from the news on the radio and bring to class for discussion. List items recorded and ask learners to group according to their similarities.	Use questions to review learners understanding of the lesson. Ask learners to tell the class what they have learnt. Call learners to summarize the main points of the lesson.