



## **SAMPLE LESSON NOTES-WEEK 9**

BASIC SIX

Fayol Inc.

0547824419/0549566881



# SCHEME OF LEARNING- WEEK 9

## 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>		B6.1.5.1.1 B6.2.6.2.1 B6.3.5.1.3 B6.4.11.1.1 B6.5.7.1.1	
<b>Performance Indicator</b>		A. Learners can dramatize/role-play whole/parts of stories or scenes B. Learners can develop a rich vocabulary stock C. Learners can use different forms of verbs D. Learners can write freely about topics of choice on national issues and issues from different learning areas E. Learners can use prepositions to convey a variety of meanings	
<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	Learners to play games, sing songs and recite rhymes.  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.  The first to the front wins	<b>A. ORAL LANGUAGE</b> (Dramatization and Role Play) Guide learners through discussion to identify some stories/scenes, events etc.  Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.  Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme.  Ensure appropriate vocabulary use as well as correct pronunciation.	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	Write a CVC word on the board.  Invite the children to come up, in turns, and change one letter to make a new word.  They must read their new word.  If they are unsure of the word encourage them to sound it out e.g. fun-sun-sin-sit-sat-cat-mat-pat-pan-pin etc.	<b>B. READING</b> (Vocabulary Pg. 172)  Think of a word and write the number of letters on the board using dashes to show how many letters there are. Example: E L E P H A N T  — — — — —  Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces.	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.

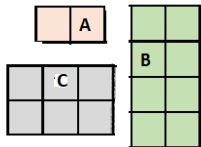
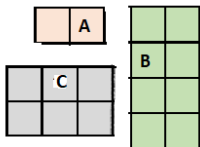


		<p>If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.</p> <p>Continue this until learners guess the word correctly.</p> <p>Assessment: Let learners build a portfolio on vocabulary and use them in meaningful sentences.</p>											
Wednesday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p><b>C. GRAMMAR</b> (verbs)</p> <p>Irregular verbs don't follow the typical verb conjugation pattern, such as leaving the verb intact while adding an "ed" or "ing". Example:</p> <table border="1"> <tr> <th>Base form</th> <th>Past form</th> </tr> <tr> <td>Eat</td> <td>Ate</td> </tr> <tr> <td>See</td> <td>saw</td> </tr> <tr> <td>Go</td> <td>went</td> </tr> <tr> <td>Grow</td> <td>Grew</td> </tr> </table> <p>Encourage learners to use verbs in sentences E.g.: I asked my friend to read the story.</p> <p>Assessment: Learners to use irregular forms of verbs to describe how they celebrated the Christmas holidays.</p>	Base form	Past form	Eat	Ate	See	saw	Go	went	Grow	Grew	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Base form	Past form												
Eat	Ate												
See	saw												
Go	went												
Grow	Grew												
Thursday	<p>Engage learners in the "Change your style" game</p> <p>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.</p>	<p><b>D. WRITING</b> (Creative Writing Pg.204)</p> <p>Have learners select a topic of their choice on national issues and issues from different learning areas. e.g. <i>how can we eradicate corruption in the country?</i></p> <p>Guide learners to brainstorm and generate ideas. Write ideas on the board for further elaboration.</p> <p>Assessment: Have learners organize their ideas to write their first draft.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>										
Friday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask the students to write down as many items they remember on a piece of paper.</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using prepositions Pg.217)</p> <p>Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>										

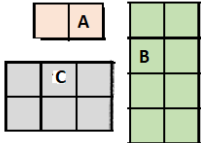


	<p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</p> <p>Let them use these prepositions in sentences.</p>	
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<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>MATHEMATICS</b>	
<b>Reference</b>		Mathematics curriculum Page 134	
<b>Learning Indicator(s)</b>		B6.1.4.1.1	
<b>Performance Indicator</b>		Learners can use concrete models and pictorial representations to explain a ratio	
<b>Strand</b>		Number	
<b>Sub strand</b>		Ratio And Proportion	
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Use concrete objects and/or pictorial representations to explain ratio as a number which tells the number of times a quantity can be obtained in another.</p> <div></div> <p>In the figures, the area of the shape A is <math>\frac{1}{4}</math> of the area of the shape B; so they are in the ratio 1:4. Shape C is three times the size of A so the ratio of C to A is 3:1.</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>
Tuesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<div></div> <p>Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest common factor. The ratio of C to B is 6:8 and its simplest form is 3:4.</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>E.g. Simplify (i) 10m : 1000km (ii) Write 4 : 12 in the form 1 : n (iii) Express 15 : 20 in the form n : 1.</p>



Wednesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Use concrete objects and/or pictorial representations to explain simplest form of a ratio.</p>  <p>Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest common factor. The ratio of C to B is 6:8 and its simplest form is 3:4.</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. E.g. Simplify (i) 10m : 1000km (ii) Write 4 : 12 in the form 1 : n (iii) Express 15 : 20 in the form n : 1.</p>
Thursday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Solve simple problems that involve ratios and finding total ratios.</p> <p>E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls.</p> <p>(ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses.</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>
Friday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Solve simple problems that involve ratios and finding total ratios.</p> <p>e.g. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate</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>



<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>SCIENCE</b>	
<b>Reference</b>		Science curriculum Page 36	
<b>Learning Indicator(s)</b>		B6.2.1.4.1	
<b>Performance Indicator</b>		Investigate ways of conserving water in the home, school and community	
<b>Strand</b>		Cycle	
<b>Sub strand</b>		Earth Science	
<b>Teaching/ Learning Resources</b>			
<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>
	Review learners understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson.	Discuss qualities of good drinking water and ways of making water safe for use with learners, e.g. sedimentation, boiling, filtration, adding alum, etc.  Learners identify activities in the home that require the use of water.  Learners write various activities which portray the right use of water in the home and other activities that show the wastage of water.	Ask learners series of 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.
	Review learners understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson.	Discuss ways of using water wisely and efficiently in the home and community with learners.  Learners create a flyer or posters on water conservation with cut-out pictures and phrases on how to conserve water	Ask learners series of 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.



<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>OUR WORLD OUR PEOPLE</b>	
<b>Reference</b>		OWOP curriculum Page 50	
<b>Learning Indicator(s)</b>		B6.2.1.1.1.	
<b>Performance Indicator</b>		Plant trees in their communities as a civic duty	
<b>Strand</b>		All Around Us	
<b>Sub strand</b>		The Environment And The Weather	
<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>
	Review learners understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson.	Engage learners undertake a tree planting project in the school to check erosion or provide shade  Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves.  Learners discuss the importance of trees in their communities e.g. clean air, shade	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

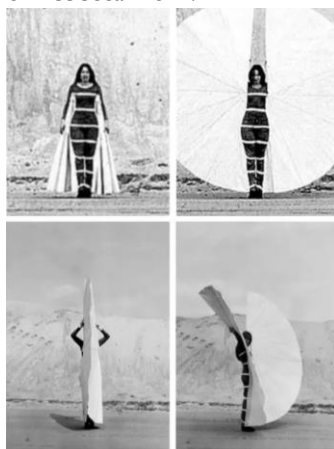


<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>RELIGIOUS &amp; MORAL EDUCATION</b>	
<b>Reference</b>		RME curriculum Page 53	
<b>Learning Indicator(s)</b>		B6 4.1.1.1.	
<b>Performance Indicator</b>		Demonstrate ways they can commit themselves to the community.	
<b>Strand</b>		Religious Practices	
<b>Sub strand</b>		Religious Worship	
<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>
	Review learners understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson.	Guide learners to explain commitment.  Through discussion, let learners identify ways they can show commitment to the society:-communal labor,-clean-up exercises,-reporting crime,-protecting public property, etc.  Let learners dramatize ways of showing commitment to the society.  Let learners write group essays on commitment to the society for class discussions	Ask learners series of 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>HISTORY</b>	
<b>Reference</b>		History curriculum Page 41	
<b>Learning Indicator(s)</b>		B6.4.4.1.1	
<b>Performance Indicator</b>		Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.	
<b>Strand</b>		Colonization & Development	
<b>Sub strand</b>		Political Development	
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games and sing familiar rhymes to begin the lesson.  Ask learners questions to review their understanding in the previous lesson	Explain the concepts of 'Indirect' rule  <i>Indirect rule is a system of administration used by the british colonial government to govern the people through the use of traditional rulers and traditional political institutions. It was thought to be the best system of administration because it helped to solve the problem of language barrier.</i>  Guide learners to discuss the features of 'Indirect' rule. i. it has one Governor ii. it has regional commissioners iii. it has district commissioners iv. there are native authorities v. there is a native treasury	Ask learners questions to review their understanding of the lesson  Learners to tell what was interesting about the lesson.
	Engage learners to play games and sing familiar rhymes to begin the lesson.  Ask learners questions to review their understanding in the previous lesson	Discuss the advantages and disadvantages of direct rule  Advantages i. there is no interference in decision making ii. all people are equal before the law iii. everyone gets a fair trial for a crime committed.  Disadvantages i. traditional rulers had no official role in governance ii. The native people do not take part in decision making.	Ask learners questions to review their understanding of the lesson  Learners to tell what was interesting about the lesson.



<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>CREATIVE ARTS</b>	
<b>Reference</b>		Creative Arts curriculum Page 96 & 100	
<b>Learning Indicator(s)</b>		B6.1.1.1.1 B6.2.1.1.1	
<b>Performance Indicator</b>		Learners can study and make the artworks of some international visual artists	
<b>Strand</b>		Visual &Performing Arts	
<b>Sub strand</b>		Thinking and Exploring Ideas(School Based Project)	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, other materials available in the community	
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Discuss with learners some international visual artists. e.g. Rebecca Horn <i>Rebecca horn is a German visual artist, who is best known for her installation art, film directing, and her body modifications such as Einhorn, a body suit with a very large horn projecting vertically from the headpiece.</i></p> <p>Let learners study the artworks of Rebecca Horn.</p> 	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners gather materials and tools available in their community based on artwork of Rebecca Horn they wish to create.</p> <p>Demonstrate and guide learners to make a simple sculpture.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



		<p>Allow learners to practice in groups following the steps provided.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	
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<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Reference</b>		Ghanaian Language curriculum Page 85	
<b>Learning Indicator(s)</b>		B6.5.1.1.1-2	
<b>Performance Indicator</b>		Use the upper case letters after colons and question marks.	
<b>Strand</b>		Writing Convention	
<b>Sub strand</b>		Use Of Capitalization	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Write well-punctuated sentences on flashcards.</p> <p>Discuss the use of colon with learners.</p> <p>Use the flashcards to help learners understand the use of the upper case letters after the colon.</p> <p>Give a passage and allow learners to put in the colon and the capital letters where necessary.</p> <p>Explain to learners the use of the upper case letters after question mark.</p> <p>Give a passage without the punctuations (question mark and capital letters).</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to sing the alphabets song</p> <p><b>A B C SONG</b> A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me</p>	<p>Discuss with learners the use of capital letters to begin paragraphs and after an exclamation mark.</p> <p>Give a paragraph consisting of about ten sentences without the punctuations and capital letters.</p> <p>Put learners in groups to read the paragraphs, punctuate it and present to the class for discussion.</p> <p>Check the use of the punctuations used by learners and give the comments.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>PHYSICAL EDUCATION</b>	
<b>Reference</b>		PE curriculum Page 77	
<b>Learning Indicator(s)</b>		B6.3.1.3.1:	
<b>Performance Indicator</b>		Perform 8 minutes running with or without music.	
<b>Strand</b>		Physical Fitness	
<b>Sub strand</b>		Aerobic Capacity	
<b>Teaching/ Learning Resources</b>		Pictures and Videos	
<b>Core Competencies:</b> Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility			
<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 in a general and specific warm ups.  Show pictures of the intended skill to learners.	Learners in files music (any form) run for 8 minutes none stop for fitness test at the beginning of the term.  Learners run at their own pace,	End the lesson with a cool down.



<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 34 & 35		
<b>Learning Indicator(s)</b>	B6.1.3.1.10 -11		
<b>Performance Indicator</b>	Demonstrate how to store data. Manipulate data to gain required output (e.g. Finding sum, mean, grand totals, maximum, minimum, mode, division ,multiplication etc.)		
<b>Strand</b>	Internet And Social Media		
<b>Sub strand</b>	Data, Sources And Usage		
<b>Teaching/ Learning Resources</b>			
<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>
	Review learners understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson.	Guide learners to use the tools stated above to store data in different formats. E g. handwriting, phone recording, magnetic tapes, optical disc etc.  Guide learners to find the mode, product, minimum value, maximum value etc  NB : This is to help the learner with fundamental principle of problem solving skills and creativity in computing and Computer Science.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt