



**SAMPLE LESSON NOTES-WEEK 3**  
BASIC FOUR

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 3

### BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B4.1.3.1.1. B4.2.6.1.1. B4. 3.2.1.1. B4. 4.9.1.1 B4.5.3.1.1. B4.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can recite poems with stress, rhythm and actions</p> <p>B. Learners can use level-appropriate content words and function words appropriately in spoken and written communication</p> <p>C. Learners can identify and use the definite and indefinite articles “a” and “an”</p> <p>D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing</p> <p>E. Learners can identify and use nouns in sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite rhymes <b><u>Round and Round the Garden</u></b> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.	<b><u>A. ORAL LANGUAGE</u></b> (Poems) Perform a short poem as learners listen and observe.  Teach the key words in the poem in context.  Have them read it in small groups, pairs and individually.  Emphasize correct stress and rhythm	Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson
Tuesday	Engage learners to sing songs and recite rhymes <b><u>Sea shells</u></b> 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	<b><u>B. READING</u></b> (Vocabulary) Using examples, have learners see the difference between content and function words  Provide a substitution table of content words and function words for learners to construct sentences from. <i>Help learners to sort out the different content words and function words in groups.</i>  Assist learners to understand that these words combine into	Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson

		<p>sentences to help us make proper meaning of them.</p> <p>Let learners make sentences using function and content words.</p>	
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><b><u>Ding dong bell.</u></b>  Pussy's at the well.  Who took her there?  Little Johnny Hare.  Who'll bring her in?  Little Tommy Thin.  What a jolly boy was that  To get some milk for pussy cat,  Who ne'er did any harm?  But played with the mice in his father's barn</p>	<p><b>C. GRAMMAR</b>  (Determiners)</p> <p>Have learners read sentences containing articles.  – <i>Indefinite articles: e.g. I bought <u>an</u> orange. <u>a</u> car, <u>a</u> sheep, <u>a</u> tree, <u>an</u> apple, <u>an</u> orange, <u>an</u> egg, etc.</i></p> <p>– <i>Definite article: I put <u>the</u> book on the table.</i></p> <p>Use several examples to explain the use of the definite and indefinite articles.</p> <p>Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say:  <i>i. I love music.</i>  <i>ii. I enjoy soup.</i></p> <p>Put learners into small groups to form sentences with a, an, the.</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>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><b><u>Row, Row, Row Your Boat"</u></b>  Row, row, row your boat,  Gently down the stream.  Merrily, merrily, merrily,  merrily,  Life is but a dream.</p>	<p><b>D. WRITING</b>  (Writing as a Process)</p> <p>Take learners through the writing process:</p> <p><b>Prewriting stage</b>  <i>Put learners in groups of four. Each member suggests a topic. Each group discusses it's topics and selects one. Each team presents their topic to the class and writes it on the board.</i></p> <p>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</p> <p>Invite groups to present their work and have the whole class give feedback.</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>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p><b><u>"If wishes were horses</u></b>  If wishes were horses  Beggars would ride:</p>	<p><b>E. WRITING</b>  <b><u>CONVENTIONS &amp; GRAMMAR USAGE</u></b>  (Using Naming words)</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>If turnips were watches  Would wear one by my side.  And if it's and and's were pots  and pans,  The tinker would never work!</p> <p>Engage learners in the  “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>Have learners read simple  sentences with names of  people, animals, events and  objects on the board.</p> <p>Put learners in groups to  identify the names of people,  animals, events and objects as  nouns.</p> <p>Have learners form sentences  with names of people, animals,  events and objects and  underline these names/nouns in  the sentences.</p> <p>Have them note that common  nouns start with small letters.</p> <p>Have learners identify common  nouns from  paragraphs/passages</p> <p><b>F.EXTENSIVE READING</b></p> <p>Guide learners to choose and  read independently books of  their choice during the library  period.</p> <p>Learners think-pair-share their  stories with peers.  Ask each learner to write a-  two-paragraph summary of the  book read.</p>	<p>Have learners to read and  spell some of the keywords  in the lesson</p> <p>Have learners present a-  two-paragraph summary of  the book read</p> <p>Invite individuals to present  their work to the class for  feedback</p>
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<b>Week Ending</b>																			
<b>Class</b>	Four																		
<b>Subject</b>	<b>MATHEMATICS</b>																		
<b>Reference</b>	Mathematics curriculum Page																		
<b>Learning Indicator(s)</b>	B4. 1.1.1.5																		
<b>Performance Indicator</b>	Round (off, up, down) whole numbers up to 10000 to the nearest, thousands, hundreds and tens																		
<b>Strand</b>	Number																		
<b>Sub strand</b>	Counting, Representation & Cardinality																		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks																		
<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 pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words	Guide learners to round off numbers to the nearest 1000, 100 and 10.  <i>For instance;</i> <i>9500 is approximately 10,000 and 9100 as approximately 9,000</i>  Let learners practice with more examples.  Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer  <table border="1"> <tr> <td>14765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>14970</td> <td>14760</td> <td>14970</td> </tr> <tr> <td>to the nearest hundred</td> <td>14800</td> <td>14700</td> <td>14800</td> </tr> <tr> <td>to the nearest thousand</td> <td>15000</td> <td>14000</td> <td>15000</td> </tr> </table>	14765	Round up	Round down	Round off	to the nearest ten	14970	14760	14970	to the nearest hundred	14800	14700	14800	to the nearest thousand	15000	14000	15000	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
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Tuesday	Engage pupils to sing the song "we can count" We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well	Guide learners to round off numbers to the nearest 1000, 100 and 10.  <i>For instance;</i> <i>9500 is approximately 10,000 and 9100 as approximately 9,000</i>  Let learners practice with more examples.  Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer  <table border="1"> <tr> <td>14765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>14970</td> <td>14760</td> <td>14970</td> </tr> <tr> <td>to the nearest hundred</td> <td>14800</td> <td>14700</td> <td>14800</td> </tr> <tr> <td>to the nearest thousand</td> <td>15000</td> <td>14000</td> <td>15000</td> </tr> </table>	14765	Round up	Round down	Round off	to the nearest ten	14970	14760	14970	to the nearest hundred	14800	14700	14800	to the nearest thousand	15000	14000	15000	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
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Wednesday	Engage pupils to sing the song "my head, my	Guide learners to round off numbers to the nearest 1000, 100 and 10.	Give learners task to complete whiles you go																

	<p>shoulders, my knees, my toes”</p> <p>Have learners to understand that they touch their head shoulders, knees and toes in descending order and rise up n ascending order. Hence introduce the lesson</p>	<p>For instance; 9500 is approximately 10,000 and 9100 as approximately 9,000</p> <p>Let learners practice with more examples.</p> <p>Learners round up and round down to estimate sums and differences E.g. The table below may bring the meaning of these two concepts clearer</p> <table border="1"> <tr> <td>14765</td> <td>Round up</td> <td>Round down</td> <td>Round off</td> </tr> <tr> <td>to the nearest ten</td> <td>14970</td> <td>14760</td> <td>14970</td> </tr> <tr> <td>to the nearest hundred</td> <td>14800</td> <td>14700</td> <td>14800</td> </tr> <tr> <td>to the nearest thousand</td> <td>15000</td> <td>14000</td> <td>15000</td> </tr> </table>	14765	Round up	Round down	Round off	to the nearest ten	14970	14760	14970	to the nearest hundred	14800	14700	14800	to the nearest thousand	15000	14000	15000	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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Thursday	<p>Engage pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words</p>	<p>Learners work together to round up and round down to estimate sums and differences.</p> <p>For instance. as approximately 400 because is approximately while is approximately , therefore 200+200</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>Engage pupils to sing the song “we can count” We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well</p>	<p>Learners work together to round up and round down to estimate sums and differences.</p> <p>For instance. as approximately 400 because is approximately while is approximately , therefore 200+200</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>																

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page3		
<b>Learning Indicator(s)</b>	B4.1.1.2.2		
<b>Performance Indicator</b>	Describe the physical appearance of different types of plants		
<b>Strand</b>	Diversity of matter		
<b>Sub strand</b>	Living & Non Living Things		
<b>Teaching/ Learning Resources</b>	Pictures of living and non-living things in the environment		
<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>
	Engage learners to sing songs and recite rhymes <b>"If wishes were horses</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Take learners out to observe different types of plants.  Paste a chart showing pictures of different types of plants ( <i>trees, shrubs, climbing, creeping</i> ).  Learners describe the physical features of different types of plants -in terms of their structure and size.	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.
	Engage learners to sing songs and recite rhymes <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Let learners bring samples of plants to class.  They explore the physical characteristics of the plants in groups.  Guide learners to draw some of the plants in their books.  Learners create a plant album of different types of plants. ( <i>shrubs, trees, climbing and creeping plants</i> ).	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 3
<b>Learning Indicator(s)</b>	B4.1.2.1.1.
<b>Performance Indicator</b>	Identify one's strengths and weaknesses and how to promote interpersonal relations
<b>Strand</b>	All about us
<b>Sub strand</b>	Myself
<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>
	Engage learners to sing songs and recite rhymes <b>"If wishes were horses</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Learners talk about their abilities and weaknesses, <i>e.g. of strengths: friendliness, kindness, confidence:</i>  <i>e.g. of weaknesses: selfishness, shyness, timidity, lack of confidence.</i>  Let learners talk about ways of initiating good interpersonal relationships, e.g. greetings, respect, tolerance, caring, showing appreciation, etc.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Engage learners to talk about ways of improving their abilities and overcoming their weaknesses <i>e.g. education, constant, practice, training, counseling.</i>  Learners use their assertive skills to express their feelings about what disturbs/hurts them <i>e.g. being polite to people, being respectful, being firm.</i>	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>
<b>Reference</b>	RME curriculum Page 24
<b>Learning Indicator(s)</b>	B4.1.1.2.1:
<b>Performance Indicator</b>	Identify the uniqueness of humankind from other creatures.
<b>Strand</b>	God's creation and attributes
<b>Sub strand</b>	God the Creator
<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>
	<p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Have learners in groups identify how different humankind is from other creatures of God: e.g. - <i>human beings versus animals</i> - <i>human beings versus plants</i></p> <p>Let learners, in groups, write down the characteristics of humankind: our thinking ability, ability to speak, knowing what is good and evil, etc.</p> <p>Let each group present its list for peer-review and class discussion.</p> <p>Let learners draw an animal and a human being and draw the comparison between the two.</p> <p>Let learners write down the characteristics of humankind that are different from animals.</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>Give learners individual or home task</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 21		
<b>Learning Indicator(s)</b>	B4.1.1.1.1		
<b>Performance Indicator</b>	Learners can explain the importance of studying the history of Ghana		
<b>Strand</b>	My country Ghana		
<b>Sub strand</b>	Why & how we study History		
<b>Teaching/ Learning Resources</b>	A map of Ghana showing major historical locations/ Resource person		
<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>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p>	<p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p>	<p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p>	<p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p>	<p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B4 1.2.2.1. B4 1.2.3.1		
<b>Performance Indicator</b>	Experiment with available visual arts media and methods to create artwork		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Planning, Making and Composing (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE I: 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>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>Engage learners to explore the local environment to select available materials and tools that are suitable for making visual artworks.</p> <p>Practice the use of various visual arts media (e.g. model with clay, weave with straw and paper, make prints with fingers and leaves)</p> <p>Assemble their test results and share their experiences through open discussion.</p> <p>Use available materials in the environment to make their own artworks based on ideas gathered from the visual artworks studied.</p> <p>Discuss and compare their artworks to the visual artworks studied.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</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>Let learners select ideas from the history and culture of the people to come out with own designs</p> <p>Guide them to select and use available materials and tools and apply appropriate skills and techniques to make artworks based on their own designs. For example: - modelling with clay, plasticine, papier mâché (paper pulp) etc. to create a ceremonial pot, image of an ancestor etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

		Discuss and share their experiences through jury.	
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 6
<b>Learning Indicator(s)</b>	B4.1.4.1.1.
<b>Performance Indicator</b>	Retell a folktale of about three scenes
<b>Strand</b>	Oral Reading
<b>Sub strand</b>	Story telling
<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>Have learners share what is going on in their lives.</p> <p>You and your learners can talk about plans for the weekend.</p>	<p>Let learners sing a popular song.</p> <p>Play a video of someone telling a folktale.</p> <p>Encourage learners to take note of whatever they see and hear.</p> <p>Teach learners what a folktale is.</p> <p>Call learners individually to retell what they saw and heard in the video.</p> <p>Put learners into groups and ask them to compose a folktale on any topic of their choice.</p> <p>Let learners present their folktales to the class.</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>Split your class into small groups of 4.</p> <p>Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.</p> <p>Call the groups in turns to discuss what the letters in the acronym stands for</p>	<p>Let learners sing a popular song.</p> <p>Tell them a folktale and encourage learners to take note of whatever they hear.</p> <p>Call learners individually to retell what they heard in the tale.</p> <p>Put learners into groups and ask them to compose a folktale on any topic of their choice.</p> <p>Let learners present their folktales to the class.</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>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Tell learners a folktale.</p> <p>Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion.</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>Let learners discuss the features of the folktale.</p> <p><i>E.g.</i></p> <p><i>-People, animals, spirits, tress, river, mountains, etc.</i></p> <p><i>-It has a moral lesson and is very interesting. It is usually a comedy or tragedy.</i></p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 44		
<b>Learning Indicator(s)</b>	B4.1.3.1.3:		
<b>Performance Indicator</b>	Roll ball with a stick to a target.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Manipulative Skills		
<b>Teaching/ Learning Resources</b>	Balls and sticks		
<b>Core Competencies:</b> Learners develop personal skills such as flexibility, muscular strength, agility			
<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>
	Take learners through 5 minutes jogging to warm the body up	Learner rolls a ball with their sticks to a distance after general and specific warm-up.  Learner practice ball rolling in varied patterns such as straight rolling, curve rolling, etc.  Learners to practice individually and in groups how to roll a ball with stick.	Help those who finds it difficult and help them  Assessment: Organize mini game for learners for fun and enjoyment.  Take learners through cool down to end the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 2		
<b>Learning Indicator(s)</b>	B4.1.1.1.2.		
<b>Performance Indicator</b>	Describe the types of input devices of a computer and their uses		
<b>Strand</b>	Introduction To Computing		
<b>Sub strand</b>	Generation of computers		
<b>Teaching/ Learning Resources</b>	Mouse, keyboard monitor, system unit and its components		
<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 I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners write on a sheet of paper</p> <p>-List any five common parts of the computer</p> <p>-learners to mention more technological tools and hence introduce the lesson</p>	<p>Explain to learners that input devices are the computer hardware device that are used to feed the computer with data. <i>E.g. joystick, light pen, mouse, pointing stick etc.</i></p> <p>Bring input devices to class. Guide learners to explore the types of input devices and their uses.</p> <p>Let learners match the various input devices with their uses.</p> <p>Demonstrate the use of some of the input devices to learners.</p> <p>Engage learners to play the "input devices ball game" with learners</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>