


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
BASIC SIX

Several thin, dark green lines curve upwards from the bottom left corner, resembling blades of grass.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 2

BASIC SIX

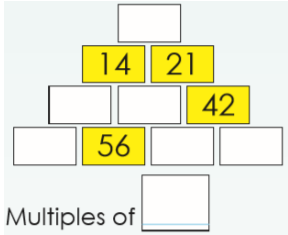
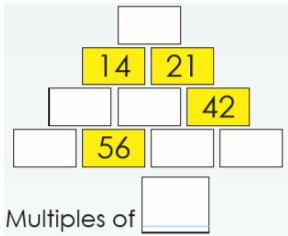
Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.1.1.2. B6.2.3.1.1. B6.3.1.1.2. B6.4.6.1.1. B6.5.2.1.1. B6.6.1.1.1	
Performance Indicator		<p>A. Learners can compose songs around values discussed</p> <p>B. Learners can use common minimal pairs to decode words</p> <p>C. Learners can identify and use proper nouns</p> <p>D. Learners can choose appropriate ways and modes of writing for a variety of purposes</p> <p>E. Learners can use the comma, quotation marks to indicate direct speech and apostrophe to show plural possession;</p> <p>F. Learners can read and critique a variety of age- and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p>A. <u>ORAL LANGUAGE</u> (Songs Pg.152)</p> <p>Have learners identify some familiar songs taught.</p> <p>Guide them to sing identified songs with stress and rhythm.</p> <p>Discuss the meaning of the songs and morals they teach.</p> <p>Discuss values in the songs e.g. love, honesty etc.</p> <p>Ensure appropriate vocabulary and expressions are used to discuss the moral values.</p> <p>Put learners into small groups to compose songs around the values</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun; I'll tell you another, About jack and his brother,</p>	<p>B. <u>READING</u> (<u>Word Families and Common Digraphs Pg.169</u>)</p> <p>Give examples of minimal pairs</p> <p>Using "think-pair-share", let learners come up with more examples of minimal pairs.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	<p>And now my story is done.</p>	<table border="1" data-bbox="753 88 998 191"> <tr> <td data-bbox="753 88 873 121">Two sounds difference</td> <td data-bbox="873 88 998 121">One sound difference</td> </tr> <tr> <td data-bbox="753 121 873 191">goat, coat, boat, wall, ball train, chain Bridge, fridge</td> <td data-bbox="873 121 998 191">road, loan</td> </tr> </table> <p>Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time).</p> <p>Drill the pronunciation of the sounds.</p> <p>Have learners read several words having the spelling pattern.</p> <p>Let learners also read the words in context.</p>	Two sounds difference	One sound difference	goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan	
Two sounds difference	One sound difference						
goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan						
<p>Wednesday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p>C.GRAMMAR (Nouns Pg.180)</p> <p>Provide learners with opportunities to further practice using these nouns.</p> <p>Learners to take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>Use a language drill to help learners do practice activities.</p> <p>Learners play the “Lucky Dip game” for practice.</p> <p>Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep</p> <p>Learners can look for types of nouns using the internet and use them in sentences.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>				
<p>Thursday</p>	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u> Hickety, picket, my black hen,</p>	<p>D.WRITING (Paragraph Development Pg.197)</p> <p>Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>				

	<p>She lays eggs for gentleman; Sometimes nine, sometimes ten, Hickety picket, my black hen.</p>	<p>Put learners into small groups and assign each group a mode of writing.</p> <p>Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece.</p> <p>Encourage learners to use search engines to search for the different modes of writing they have studied.</p>	
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p><u>E.WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Punctuation Pg.211)</p> <p>Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</p> <p>Write a text on the board, leaving out the punctuation marks.</p> <p>Have the whole class punctuate it.</p> <p>Have them study unpunctuated texts individually for a few minutes and then re-write the texts using appropriate punctuation marks where they have been omitted.</p> <p><u>F.EXTENSIVE READING</u> Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> <p>Encourage them to visit the local library to read and borrow books</p>

Week Ending																																							
Class	Six																																						
Subject	MATHEMATICS																																						
Reference	Mathematics curriculum Page 115																																						
Learning Indicator(s)	B6.1.1.1.2-3																																						
Performance Indicator	Read and write numbers in figures and in words up to 1,000,000,000 Identify numbers in different positions around a given number in a number chart																																						
Strand	Number																																						
Sub strand	Counting, Representation And Cardinality																																						
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square																																						
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	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.	Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to play the place value number wheel game. Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.	What have we learnt today? Have learners summarize the important points of the lesson. Engage pupils in a think pair share activity to. Write number in figures and in words up to 1000000																																				
Tuesday	Have learners to complete the table. <table border="1" style="margin-left: 20px;"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	2												Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to play the place value number wheel game. Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.																		
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Wednesday	Have learners to complete the table. <table border="1" style="margin-left: 20px;"> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>x</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	x	1	2	3	4	5	6												x	1	2	3	4	5	4												Read out number figures and have learners write them in words up to 10,000,000. Assessment: Engage learners to play the place value number wheel game. Use the hundred thousand number wheel to generate 6-digit numbers and represent the	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
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		number generated on a place value frame.	
Thursday	<p>Have learners to complete the multiple pattern.</p> 	<p>Display a number chart in multiples of 1,500 between 10,000 and 50,000.</p> <p>lead learners to identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</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	<p>Have learners to complete the multiple pattern.</p> 	<p>Display a number chart in multiples of 1,500 between 10,000 and 50,000.</p> <p>lead learners to identify numbers in different positions around a given number.</p> <p>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number</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>

Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 34		
Learning Indicator(s)	B6.1.1.1.1		
Performance Indicator	Classify plants based on their root system		
Strand	Diversity Of Matter		
Sub strand	Living And Non- Living Things		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>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>Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers).</p> <p>Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.</p> <p>Learners are shown pictures of the root systems of different plants</p> <p>Learners observe and identify the similarities and differences between the roots of the various plants.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Task learners to put the plants into two main groups based on the similarities in their roots system.</p> <p>Learners give reasons for their classifications</p> <p>Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots.</p> <p>Learners to mould tap root and fibrous root using blu tack and display for discussion</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 44		
Learning Indicator(s)	B6.1.1.1 .1		
Performance Indicator	Describe the attributes of God		
Strand	Nature Of God		
Sub strand	Map Making And Land Marks		
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 in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient-All-knowing.</p> <p>Learners role play scenarios to reflect the attributes of God in their lives.</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>Learners watch a short video about creation Learners talk about what they saw in the video on creation</p> <p>Learners mention some of the things they like in the video</p> <p>Assessment: learners to draw and color one thing they saw in the video.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 46		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can demonstrate ways to care for the environment		
Strand	God's Creation And Attributes		
Sub strand	God The Creator		
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>Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.</p> <p>Guide learners to discuss the attributes of God in English and local languages.</p> <p>In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Guide learners to write essays on the attributes of God and present their works to class for discussion.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>


Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 40		
Learning Indicator(s)	B6.3.4.1.1		
Performance Indicator	Assess the changes that the European presence brought to Ghana.		
Strand	Europeans In Ghana		
Sub strand	Impact Of European Presence		
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>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>Show and discuss a documentary of European presence in Ghana</p> <p>Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)</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>Debate the impacts of European presence on Ghana</p> <p>Engage learners in a fish bowl activity.</p> <p>Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them</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>

Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 100		
Learning Indicator(s)	B6 2.1.1.1		
Performance Indicator	Explore and study performing artworks of some international performing artists		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas (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)
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Learners are to use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson) Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Guide learners to discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. E.g. Bob Marley Engage learners to write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

		<ul style="list-style-type: none">- Title of some works- Preferred compositions and performances- Contribution to the development of the performing arts industry.	
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Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 68		
Learning Indicator(s)	B6.1.3.1.1		
Performance Indicator	Explore poems correctly and recognize the key words and talk about their themes		
Strand	Oral Language		
Sub strand	Poems		
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)
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Give copies of poems to learners. Read the poem aloud and let learners read the poem in turns. Call a learner to explore the poem with the correct stress and rhythm.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to sing the alphabets song A B C SONG 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	Let learners to explore poems in groups. With the given copies of poems, allow learners to read through the poem and discuss it. Lead learners to recognize the key words in the poem.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers. Engage learners to play games and sing songs to begin the lesson.	With the copies of the poem, brainstorm and lead learners to say the theme of the poem. Put learners into groups to bring out the issues discussed in the poem and the theme. Listen to each group's theme and discuss it.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending	
Class	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 69
Learning Indicator(s)	B6.1.2.1.2:
Performance Indicator	Learners can jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
Strand	Motor Skill And Movement Patterns
Sub strand	Locomotive Skills
Teaching/ Learning Resources	Pictures and videos
Core Competencies: Learners develop competencies and personal skills such as critical thinking, collaboration, communication, body balance, power	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to perform long jumps by</p> <p>Practicing approach run</p>  <p>Practicing approach run and single take off with a comfortable foot</p> <p>Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force.</p> <p>Learners practice at their own pace base on their abilities</p> <p>Learners end the lesson with cool down.</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	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 30		
Learning Indicator(s)	B6.1.1.1.3.		
Performance Indicator	Learners can perform some basic mousing and keyboarding skills		
Strand	Word Processing		
Sub strand	Generation Of Computers		
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word		
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to Identify the left, right mouse button,</p> <p>Demonstrate the holding of mouse, performing single, double and triple clicking, dragging object and using the scroll wheel</p> <p>Guide learners to master the use of mouse through practical sessions and games.</p> <p>Guide learners to type short paragraphs Word Processor or typing tutorial (e.g. Mavis Beacon) to improve typing speed</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help</p>