

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 6
BASIC FOUR

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Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 6

BASIC FOUR

Name of School.....

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| Week Ending | | | |
| Class | | Four | |
| Subject | | ENGLISH LANGUAGE | |
| Reference | | English Language curriculum | |
| Learning Indicator(s) | | B4.1.10.1.1. B4.2.6.1.2. B4.3.4.1.1.1. B4.4.14.1.1. B4.5.5.1.1. | |
| Performance Indicator | | <p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can use the different terms in spoken and written expressions</p> <p>C. Learners can use adjectives to make comparison</p> <p>D. Learners can write words giving information about family.</p> <p>E. Learners can use adjectives to make comparisons</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> | |
| 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 rhymes</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p> | <p>A. ORAL LANGUAGE (Presentation Pg.14)</p> <p>Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc.</p> <p>Ellipses: A. How are you? B. Fine.</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 sing songs and recite rhymes</p> <p><u>Ding dong bell.</u> 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. READING (Vocabulary Pg.23)</p> <p>Introduce the terms one at a time with several examples. <i>compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verbs.</i></p> <p>Elicit examples from learners.</p> <p>Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own</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> |
| Wednesday | <p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u></p> | <p>C. GRAMMAR (Adjectives Pg.39)</p> <p>Revise adjectives. Have learners identify adjectives in sentences</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> |

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| | <p>Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p> | <p>and use them in sentences of their own.</p> <p>Introduce regular adjective forms: - Regular adjectives form their imperative by adding 'er' e.g. small–smaller, big–bigger, etc.</p> <p>Assist learners with examples to use comparative adjectives appropriately. e.g. i. Ama is taller than Kwesi. ii. This ruler is longer than that one.</p> <p>Learners form sentences with the comparative forms of adjectives</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><u>Sea shells</u> 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</p> | <p><u>D.WRITING</u> (Letter Writing Pg.57)</p> <p>Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves.</p> <p>Let learners write about themselves. In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously.</p> <p>In groups learners research about their school and write a short history about it.</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><u>Tooting tutors</u> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?</p> <p>Engage learners in the "popcorn reading" game</p> | <p><u>E.WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Adjectives)</p> <p>Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. <i>Ama is fast but Kofi is slow.</i></p> <p>Have learners identify adjectives in a given passage.</p> <p>Let learners write sentences using comparative and superlative forms of adjectives.</p> <p><u>F.EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a-two-paragraph summary of the book read</p> |

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| | <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>Learners think-pair-share their stories with peers. Ask each learner to write 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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| Week Ending | | | |
| Class | Four | | |
| Subject | MATHEMATICS | | |
| Reference | Mathematics curriculum Page 12 | | |
| Learning Indicator(s) | B4. 1.1.3.3-4 | | |
| Performance Indicator | ❖ Learners can determine the lowest common multiple (LCM) of at least any two given numbers up to 100. ❖ Learners can recognize the relationship between factors and multiples. | | |
| Strand | Number | | |
| Sub strand | Counting, Representation And Cardinality | | |
| 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 | Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well. | Guide learners to identify and list the set multiples of given numbers using skip counting E.g. <i>The set of multiples 5 and 10.</i> $5 = \{ 5, 10, 15, \dots, 100 \}$ $10 = \{ 10, 20, 30, \dots, 100 \}$ Guide learners to list the set of common multiples of any two or more given numbers between 0 and 100. e.g. <i>find the common multiples of 2 and 3.</i> $2 = \{ 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 \}$ $3 = \{ 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 \}$ <i>The common numbers are</i> $= \{ 6, 12, 18 \}$ Assessment: Engage learners to solve several examples. | Ask learners to tell you what they have learnt Give learners individual or home task. List the multiples for the following numbers a) 4 b) 5 c) 6 d) 7 e) 8 f) 9 g) 12 h) 14 i) 15 j) 16 |
| Tuesday | Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson. | Introduce the vocabulary terms to learners. That is least common multiples (LCM). Revise with learners on multiples of numbers. Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM). E.g. <i>find the LCM of 5 and 10.</i> $5 = \{ 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 \}$ $10 = \{ 10, 20, 30, 40, 50 \}$ Common numbers = $\{ 10 \}$ Assessment: Engage learners to solve several examples. | Ask learners to tell you what they have learnt Give learners individual or home task. Find the LCM for i. 2 and 3 ii. 4 and 7 iii. 10 and 15 iv. 20 and 5 |

| <p>Wednesday</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>Have learners recite some multiplication facts up to 12</p> <p>Explain to learners what factors of numbers means.</p> <p>Factors represent the numbers that we can multiply to get a bigger number called the product or multiple.</p> $ \begin{array}{ccc} 4 & \times & 3 & = & 12 \\ & \swarrow & \searrow & & \\ & \text{Factors} & & & \text{Product} \end{array} $ <p>Since $12 = 4 \times 3$, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4.</p> <p>Guide learners to break given multiples into factors and pairs of factors of given numbers.</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>Copy and complete the table</p> <table border="1" data-bbox="1110 289 1409 674"> <thead> <tr> <th>Numbers</th> <th>factors</th> </tr> </thead> <tbody> <tr><td>10</td><td></td></tr> <tr><td>11</td><td></td></tr> <tr><td>12</td><td></td></tr> <tr><td>13</td><td></td></tr> <tr><td>14</td><td></td></tr> <tr><td>15</td><td></td></tr> <tr><td>16</td><td></td></tr> <tr><td>17</td><td></td></tr> <tr><td>18</td><td></td></tr> <tr><td>19</td><td></td></tr> <tr><td>20</td><td></td></tr> </tbody> </table> | Numbers | factors | 10 | | 11 | | 12 | | 13 | | 14 | | 15 | | 16 | | 17 | | 18 | | 19 | | 20 | |
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| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Thursday</p> | <p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: $888+88+8+8+8$</p> | <p>Guide learners to Investigate with even and odd numbers.</p> <p>Engage learners to play the sharing game to demonstrate even and odd numbers.</p> <p>First, give two oranges to two learners to share equally. With this, learners get one each. Let learners record the number 2 down in their books,</p> <p>Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be remainder of one. Let learners record the number 3 down in their books.</p> <p>Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not. <i>Example: {2,4,6,8,10,12,14,16...}</i></p> <p>Guide learners to Investigate numbers that are multiples of 2, 3, 4 and 5. How do you know a number is a multiple of 2? a multiple of 3? a multiple of 4? and a multiple of 5? (This is also known as the divisibility test).</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>List the even numbers between 1 and 50</p> <p>List all the odd numbers between 10 and 100</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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| Week Ending | | | |
| Class | Four | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page 4 | | |
| Learning Indicator(s) | B4.1.2.2.1 | | |
| Performance Indicator | Identify a liquid-liquid mixture and describe how to separate its components | | |
| Strand | Diversity of matter | | |
| Sub strand | Materials | | |
| Teaching/ Learning Resources | Metals, woods plastics, soil stones, paper pencil, crayons | | |
| 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>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p> | <p>Display different types of liquids for learners to observe, e. g. water, kerosene, cooking oil, milk, soft drinks, etc.</p> <p>Task learners to identify the liquids provided.</p> <p>In groups, learners mix liquids of the same kind, different kinds and then observe and record their findings, e.g., vinegar and water, palm oil and water, etc.</p> <p>Engage learners in discussion to describe the different types of liquid-liquid mixtures.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</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>Engage learners in an experiment to separate a mixture of immiscible liquids.</p> <p>Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water.</p> <p>Guide learners to choose the right laboratory tools for this activity. E.g. separating funnel or an improvised version of it.</p> <p>Caution learners to not bring liquids that are flammable or poisonous to class for this lesson</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending | | | |
| Class | Four | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 3 | | |
| Learning Indicator(s) | B4.1.2.1.2. | | |
| Performance Indicator | Mention reasons to live in harmony with one another as a responsible citizen | | |
| Strand | All about us | | |
| Sub strand | My Family | | |
| 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>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> | <p>Learners mention ways of living in harmony with one another, Avoid yelling or shouting at others.</p> <p><i>i. Be generous and caring to others.</i> <i>ii. Spend quality time with family</i> <i>iii. Hang out with friends on regular basis</i> <i>iv. Connect with your neighbors</i> <i>Participate in community events.</i></p> <p>In groups, let learners discuss the importance of living in harmony. <i>e. g. to promote peace and unity, law and order, growth and development, etc.</i></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> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>In a think-pair-share session, learners talk about attitudes and behaviors that promote harmonious living at home, school, community, etc.</p> <p>Learners to role play scenes that promote harmonious living at home, school, community</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> |

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| Week Ending | | | |
| Class | Four | | |
| Subject | RELIGIOUS & MORAL EDUCATION | | |
| Reference | RME curriculum Page 25 | | |
| Learning Indicator(s) | B4.1.2.1.1 | | |
| Performance Indicator | Discuss the effects of human activities on the environment. | | |
| Strand | God's creation and 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>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures on human activities that destroy the environment: <i>illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</i></p>  <p>Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</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> |

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| Week Ending | | | |
| Class | Four | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page 22 | | |
| Learning Indicator(s) | B4.2.1.1.1 | | |
| Performance Indicator | Describe how one major Kingdom was formed and the reasons behind its expansion. | | |
| Strand | My country Ghana | | |
| Sub strand | The People of Ghana | | |
| Teaching/ Learning Resources | Pictures of some outstanding entrepreneurs in Ghana | | |
| 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>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p> | <p>Using the map of Ghana, guide learners to locate the Forest Belt States. E.g. Denkyira Kingdom</p> <p>Engage learners to discuss about the history of the Denkyira Kingdom. <i>The Denkyira was a powerful nation of the Akan people that existed before the 1620s, in what is now modern-day Ghana. Like all Akans, they originated from Bono state. Before 1620, Denkyira was called Agona. The ruler of the Denkyira was called Denkyirahene and the capital was Jukwa. The first Denkyirahene was called Mumunumfi.</i></p> <p>Learners to Identify the reasons for the rise, expansion and decline of the Denkyira Kingdom.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Using the map of Ghana, guide learners to locate the Forest Belt States. E.g. Akwamu Kingdom</p> <p>Engage learners to discuss about the history of the Mole-Dagbani Kingdom. <i>The Akwamus migrated from Adanse to settle at the Twifo- Heman forest at the later part of the 16th century. This group of Akans belonged to the Aduana family and are blood brothers of Asumennya, Dormaa and Kumawu. The modern city of Asaamankese was originally founded and occupied by the Akwamus. Nana Ansa Sasraku was the King of the Akwamu</i></p> <p>Learners to Identify the reasons for the rise, expansion and decline of the Akwamu Kingdom.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

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| Week Ending | | | |
| Class | Four | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page | | |
| Learning Indicator(s) | B4 2.3.4.1 B4 2.3.5.1 | | |
| Performance Indicator | Plan a performance of compositions to share creative experiences | | |
| Strand | Performing Arts | | |
| Sub strand | Displaying and Sharing (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>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about <i>i. what they learnt from the performance of other groups.</i> <i>ii. what other things they would want to do to improve upon their compositions.</i></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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

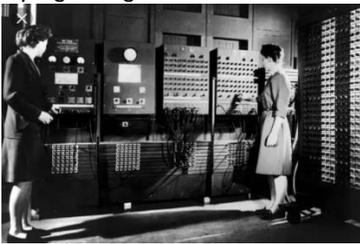
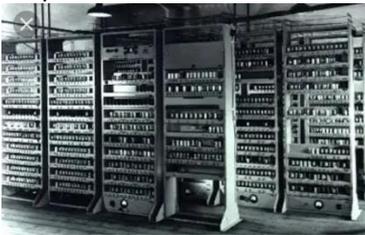
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| Week Ending | | | |
| Class | Four | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 16 | | |
| Learning Indicator(s) | B4.3.1.1.1-3 | | |
| Performance Indicator | Recognize the use of full stops, commas and question mark | | |
| Strand | Writing | | |
| Sub strand | Penmanship/Handwriting | | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking | | | |
| DAYS | PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) | PHASE 2: MAIN 40MINS (New Learning Including Assessment) | PHASE 3: REFLECTION 10MINS (Learner And Teacher) |
| | <p>Let learners sing a song they know.</p> <p>Engage learners in the “Lucky Dip game” 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>Write a number of sentences on a cardboard.</p> <p>Use full stops at the end of each sentence you write.</p> <p>Lead learners to read the sentences as a group and in turns.</p> <p>Tell them that the full stop is used at the end of a complete sentence.</p> <p>Write more sentences on the board without full stops and ask learners to use the full stop to punctuate them.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
| | <p>Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it.</p> <p>They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound</p> | <p>Draw some items on a cardboard.</p> <p>Call learners to mention the names of the items you have drawn on the board and write the names down horizontally.</p> <p>Use commas to separate the items you have written.</p> <p>Let learners recognize that a comma is used to separate a list of items in a row.</p> <p>Let learners make list of items in sentences using commas.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
| | <p>Write nine key words used in the previous lesson, in boxes on the board.</p> <p>Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all</p> | <p>Revise command and response with learners.</p> <p>Write some questions on a cardboard. Lead learners to read the questions. Use question marks at the end of each of the questions.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |

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| | | <p>Let learners recognize that question marks are used at the end of a question.</p> <p>Write more questions on the board and call learners to come out to punctuate them using the question mark.</p> | |
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| Week Ending | |
| Class | Four |
| Subject | PHYSICAL EDUCATION |
| Reference | Physical education curriculum Page 66 |
| Learning Indicator(s) | B4.1.6.1.6: |
| Performance Indicator | Learners can strike a bounce ball with the hands and feet. |
| Strand | Motor skills and movement pattern |
| Sub strand | Rhythmic skills |
| Teaching/ Learning Resources | Pictures and videos, ball |
| Core Competencies: personal and leadership skills such as accuracy, precision, coordination, strength, and balance | |

| 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) |
|-------------|--|--|---|
| | Take learners through general and specific warm ups | <p>In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances.</p>  <p>Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with feet, using a side orientation.</p>  | <p>Have learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p> |

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|---|---|
| Week Ending | |
| Class | Four |
| Subject | COMPUTING |
| Reference | Computing curriculum Page 2 |
| Learning Indicator(s) | B4.1.1.1.5. |
| Performance Indicator | Summarize the first generation of computers |
| Strand | Introduction To Computing |
| Sub strand | Generation of computers |
| Teaching/ Learning Resources | Mouse, keyboard monitor, system unit and its components |
| 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>Take some extreme close-up pictures of first generation of computers.</p> <p>Pass them around and get the students to guess what they are and hence introduce the lesson for the day</p> | <p>Guide learners to discuss about the first generation of computers.</p> <p>e.g. ENIAC- <i>It was the first programmable electronic, general purpose digital computer. It was able to solve a large class of numerical problems through reprogramming.</i></p>  <p>EDVAC- <i>It was one of the earliest electronic computers. It was rather binary rather than decimal and was designed to be a stored program computer.</i></p>  <p>Let learners discuss other generation of computers which include; UNIVAC, IBM-701 etc</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> |