



SAMPLE LESSON NOTES-WEEK 7
BASIC FOUR

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 7

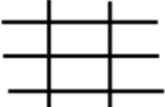

BASIC FOUR

Name of School.....

Week Ending			
Class	Four		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B4.1.4.1.1 B4.2.7.1.2 B4.3.5.1.1 B4.4.10.1.1 B4.5.6.1.1		
Performance Indicator	<p>A. Learners can retell stories sequentially, including key details</p> <p>B. Learners can note and recall main ideas in a sequence</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can write about real or imagined experiences or events</p> <p>E. Learners can use adverbs to talk about when and where the action of a verb took place</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 in the 'I spy' game.</p> <p>Teacher begins by saying 'I spy with my little eye something beginning with /b/. The item must be something within sight of the children. Learners are to guess until someone guesses correctly.</p>	<p>A. ORAL LANGUAGE (Story Telling Pg.4)</p> <p>Tell a suitable story to the class e.g. "The Hawk and the Hen".</p> <p>Have learners identify the parts of the story as beginning part, middle part and ending part.</p> <p>Through questioning, have learners discuss the various parts of the story i.e. beginning, middle and ending, as in the table below</p> <p>Put learners into groups to discuss the central message of the story.</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>
Tuesday	<p>Engage learners to play the "Tapping Out" Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound.</p>	<p>B. READING (comprehension Pg.27)</p> <p>Using the SQ3R strategy, learners recall main ideas. Learners:</p> <p>S – Survey the text– (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features.</p> <p>Q – Question – Generate questions about the content of the text.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>

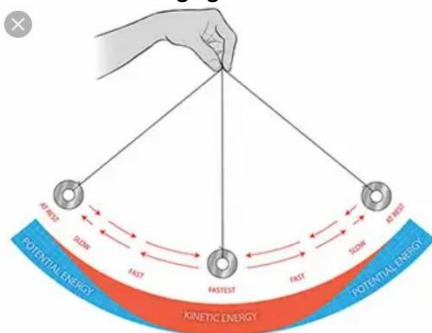
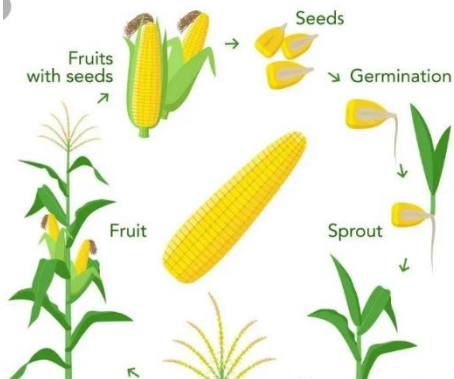
	Use fingers to demonstrate blending.	3R Read – Read for more information. Recite – Retrieve information from meaning. Review – Go over the main ideas in the text using your own words.	
Wednesday	<p>learners sing songs and recite familiar rhymes</p> <p>"Ten In The Bed" There were ten in the bed And the little one said, "Roll over! Roll over!" So they all rolled over and one fell out</p> <p><i>(continue till they all fall out)</i></p> <p>There was one in the bed And the little one said, "Alone at last!" "Good Night!"</p>	<p>C. GRAMMAR (verbs)</p> <p>Have learners revise verbs by reading sentences from the board and identifying the verbs.</p> <p>Have learners write sentences with given verbs.</p> <p>Let learners read sentences with auxiliary verbs. e.g. i. The boy <u>is</u> going to school. ii. The girls <u>are</u> reading.</p> <p>Note: An auxiliary verb is also known as a helping verb e.g. is, are, am, was, and were</p> <p>Assessment: Have learners use auxiliary verbs in sentences and underline them.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks.</p>
Thursday	<p>Engage learners in the "Lucky Dip game"</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>D. WRITING (Narrative Writing)</p> <p>Guide learners to narrate an event they participated in e.g. my first day at school.</p> <p>Learners tell the story sequentially: beginning, middle and end.</p> <p>Help learners to determine the setting and develop the plot (events in the story).</p> <p>Assessment: Learners are grouped to write their own story based on a chosen experience agreed on by all.</p> <p>Learners to use first and third persons pronouns in their write up.</p>	<p>Orally help learners to complete the writers reflection worksheet.</p> <p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p> <p>Let learners read and spell the keywords written on the board</p>
Friday	<p>Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Adverbs Pg.64)</p> <p>Guided with examples, let learners narrate events using</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p>

	<p>group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>adverbs to describe the manner and the degree.</p> <p>Introduce drills to provide oral practice.</p> <p>Learners to identify adverbs of manner and degree in passages. Let them write and use the adverbs in simple sentences.</p>	<p>Have learners to read and spell the key words on the board</p>
--	---	---	---

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 14		
Learning Indicator(s)	B4.1.2.1.1		
Performance Indicator	Determine basic multiplication facts up to 12×12		
Strand	Number		
Sub strand	Number Operations		
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	Let learners recite multiplication facts up to 5	<p>Guide learners to determine basic multiplication facts.</p> <p>Example: To find $2 \times 3 = ?$</p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).</p> <p>Learners count the number of intersections</p>  <p style="text-align: center;">$2 \times 3 = 6$</p> <p>Learners find doubles of given numbers</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	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Guide learners to determine basic multiplication facts.</p> <p>Example: To find $2 \times 3 = ?$</p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms).</p> <p>Learners count the number of intersections</p>  <p style="text-align: center;">$2 \times 3 = 6$</p> <p>Learners find squares of given numbers</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>
Wednesday	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Learners model different multiplication sentences, for example 3×4.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>


		<p>Learners mention the number of dots (intersections) for other learners to model fence</p> <p>Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product.</p> <p>Learners skip count in 4, 5, and 8.</p>	<p>Give remedial learning to those who special help.</p>																																																	
<p>Thursday</p>	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Draw a 6 by 6 multiplication chart for the numbers 5 to 10 and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.</p> <table border="1" data-bbox="662 569 967 764"> <tr> <td></td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> <td>35</td> </tr> <tr> <td>6</td> <td>12</td> <td>18</td> <td>24</td> <td>30</td> <td>36</td> <td>42</td> </tr> <tr> <td>7</td> <td>14</td> <td>21</td> <td>28</td> <td>35</td> <td>42</td> <td>49</td> </tr> <tr> <td>8</td> <td>16</td> <td>24</td> <td>32</td> <td>40</td> <td>48</td> <td>56</td> </tr> <tr> <td>9</td> <td>18</td> <td>27</td> <td>36</td> <td>45</td> <td>54</td> <td>63</td> </tr> <tr> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> </tr> </table> <p>Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter).</p> <p>The winner is the one who obtains three products in a line</p>		5	6	7	8	9	10	5	10	15	20	25	30	35	6	12	18	24	30	36	42	7	14	21	28	35	42	49	8	16	24	32	40	48	56	9	18	27	36	45	54	63	10	20	30	40	50	60	70	<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>
	5	6	7	8	9	10																																														
5	10	15	20	25	30	35																																														
6	12	18	24	30	36	42																																														
7	14	21	28	35	42	49																																														
8	16	24	32	40	48	56																																														
9	18	27	36	45	54	63																																														
10	20	30	40	50	60	70																																														

Week Ending	
Class	Four
Subject	SCIENCE
Reference	Science curriculum Page 3
Learning Indicator(s)	B4.2.1.1.1
Performance Indicator	Demonstrate understanding of cyclic movements in the environment
Strand	Cycles
Sub strand	Earth Science
Teaching/ Learning Resources	Torch candle matchstick lantern paper pencil
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>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Guide learners to build a pendulum (a ball hanging on a string) and let them observe the swinging motion.</p>  <p>Learners observe the following movements:</p> <ol style="list-style-type: none"> (1) the second hands on an analogue clock (2) merry-go-round (3) a swinging pendulum, (4) movement of their limbs during walking. <p>Assist learners to come out with one thing that is common to all the movements.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners investigate the life cycle of a maize plant and report on their findings.</p> 	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 5
Learning Indicator(s)	B4.1.4.1.1.
Performance Indicator	Explain importance of education and work as a responsible citizen
Strand	All about us
Sub strand	Home And School
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.	<p>Learners in groups talk about the importance of work at home, school and the community.</p> <p>Learners talk about how education is linked to work <i>e.g. i. Education opens avenues to get work to do.</i> <i>ii. Education opens minds to set up work.</i> <i>iii. Education provides skills to manage work.</i></p> <p>Learners identify individuals in their community who have been able to create their own jobs.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	Ask learners questions to review their understanding in the previous lesson	<p>Engage learners to discuss how far they want get with their education.</p> <p>Highlight on some career opportunities learners can have in education.</p> <p>Share roles and have learners to role play the various careers</p> <p>Learners compose a song on the importance of education</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending			
Class	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>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>Paste pictures on the board for learners to observe about it</p> 	<p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures and video clips on human activities that destroy the environment: illegal mining, indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</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>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 22		
Learning Indicator(s)	B4.2.1.1.2		
Performance Indicator	State the factors that led to decline of the Kingdom you have studied.		
Strand	My country Ghana		
Sub strand	The People of Ghana		
Teaching/ Learning Resources			
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)
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Revise with learners on some of the major kingdoms in ghana. In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Akwamu Kingdom <i>The akwamu empire lasted from 750 AD to 1200 AD and collapsed as a result of political instability, decline of trade and the rise of the Sosso and Mali kingdoms. Also their ancestors left for Kong present day ivory coast.</i>	Use series of questions and answers to review learners understanding of the lesson Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Revise with learners on some of the major kingdoms in ghana. In a discussion, led learners to give reasons why some of the Kingdoms declined. E.g. Denkyira kingdom <i>The battle of feyiase was the decisive battle in the struggle that led to the Ashanti empire replacing Denkyira as the dominant power among the twi speaking Akan peoples. The Denkyira kingdom started to decline in the year 1701 due to their in war by the Ashanti</i>	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson





Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 I.4.6.1 B4 I.4.7.1		
Performance Indicator	Analyze and appreciate own and others' visual artworks based on the developed guidelines.		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising (Visual Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
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>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>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<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>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending	
Class	Four
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page18
Learning Indicator(s)	B4.4.1.1.1-3
Performance Indicator	Demonstrate the use of commas, full stops and question marks appropriately in narrative writing.
Strand	Composition Writing
Sub strand	Narrative Writing
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss what a narrative writing is with learners. Group learners and ask them to write a short narrative essay. Let the groups read their essays to the class for the class to discuss (<i>the discussion should focus on the parts in the essay that learners think a comma had been used or left out</i>).	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Write a number of sentences on a cardboard. Use full stops at the end of each sentence you write. Show the cardboard to learners and call them to read the sentences individually. Help learners recognize that full stop is used at the end of a complete sentence. Let them show their sentences to the class and discuss the sentences with the class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson. Engage learners to play games and sing familiar rhymes to begin the lesson.	Give learners a narrative writing that has question marks used in the right way. Let learners read aloud the narrative writing in turns. As they read, let them take note of how question marks have been used. Let them recognize and use the question marks appropriately in narrative writing.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 48		
Learning Indicator(s)	B4.2.1.2.1:		
Performance Indicator	Distinguish between self-space and open space.		
Strand	Movement Concepts,		
Sub strand	Space Awareness		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Learners develop personal and communication skills as speaking, listening,			
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 identify general space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project	Learners explain the difference between self-space and open space through discussion. <i>A personal or self-space is your immediate space you take up within the general space</i> Look for and move to “open space”, thus where others are not Learners also indicate self- space and open space by ticking the spaces provides on a sheet appropriately	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 3
Learning Indicator(s)	B4.1.2.1.1.
Performance Indicator	Describe the desktop background and explain its features
Strand	Introduction To Computing
Sub strand	Introduction to MS Windows Interface
Teaching/ Learning Resources	Projected examples of personalized desktop background
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>Get a viral picture, a trending technology on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Guide learners to explore the desktop background and explain its features</p>  <p>wallpaper</p>  <p>icons</p>  <p>Mouse pointer</p>  <p>taskbar</p> <p>Show different desktop background images to learners. Assist them to explain its features.</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>