


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 7
BASIC FIVE

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

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 7

BASIC FIVE

Name of School.....

Week Ending	
Class	Five
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B5.1.4.1.2. B5.2.7.1.2 B5.3.5.1.1. B5.4.10.1.1. B5.5.5.1.1
Performance Indicator	A. Learners can tell stories which are parallel to stories heard or read B. Learners can construct meaning from text read, note and recall main ideas in a sequence C. Learners can use different types of verbs in sentences D. Learners can create settings, characters and at least one plot in a narrative text, E. Learners can use comparative forms of regular and irregular adjectives to make comparisons
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	


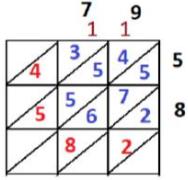
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Learners to sing songs and recite familiar rhymes <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	A. <u>ORAL LANGUAGE</u> <i>(Story Telling Pg.74)</i> Use an example to explain a parallel poem or story. Lead the class to write a story parallel to a familiar story. Present another short story on the board. Elicit and discuss areas that can be changed or replaced to create a parallel story. Assign groups to write and present stories parallel to that on the board.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Have learners to read and spell the key words on the board.
Tuesday	Have learners recite familiar rhymes. <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite?	B. <u>READING</u> <i>(Comprehension Pg.99)</i> Choose different texts for learners to make meaning from using the different strategies they are familiar with: – Use of prior knowledge/experience. – Making predictions	Ask learners to talk about what they have learnt. Call out a few words for learners to spell them off head. Ask learners to read some keywords on the board.

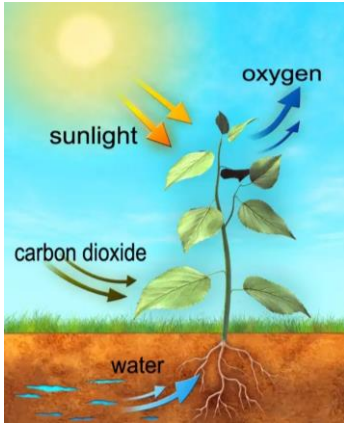
	This little finger on my right	<p>– <i>Contextual meaning of vocabulary to connect with the other words to make meaning.</i></p> <p>Using survey, question, read, recite and recall (SQ3R), guide learners to present facts and ideas in a sequential order.</p>	
Wednesday	<p>Engage learners to play the “Board Race” game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p>C. GRAMMAR (Verbs)</p> <p>Let learners identify main verbs in sentences. E.g. The boy has <u>bought</u> a new football.</p> <p>Model and role play the action words with learners.</p> <p>Call learners in turns to mention an action word, model it and use it in a sentence.</p> <p>Assessment: Write sentences on the board for learners to identify the main verbs in it</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>Learners to sing songs and recite familiar rhymes "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>D. WRITING (Narrative Writing)</p> <p>Revise the stages of the writing process with learners.</p> <p>That is prewriting, writing, revising, editing and publishing</p> <p>Guide learners to choose topics and develop them by asking them questions about the topics.</p> <p>Assessment: Guide learners to organize their details into writing. (beginning, middle and ending).</p> <p>Learners read their narratives for corrections and feedback.</p>	<p>Teacher moves round the class to monitor the progress of learners 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>
Friday	<p>Engage learners to play the “Lie to me” game.</p> <p>Put learners into pairs. Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be a lie.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Qualifying Words – Adjectives)</p> <p>Show a picture of a family and guide learners to talk about the people using the positive comparative and superlative forms of adjectives.</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>The other partner have to find out which one is the lie.</p>	<p>In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately.</p> <p>Learners can add the group picture to their presentation and publish in their class magazine</p>	
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 67/68
Learning Indicator(s)	B5.1.2.2.1.
Performance Indicator	Multiply multi digit numbers by 2-digit numbers efficiently
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	Engage learners to sing the song <u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Guide learners to multiply of whole numbers using the “expand and box” method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, for example $448 \times 2 = ?$ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>×</td> <td>400</td> <td>40</td> <td>8</td> </tr> <tr> <td>2</td> <td>800</td> <td>80</td> <td>16</td> </tr> </table> $448 \times 2 = (400 \times 2) + (40 \times 2) + (8 \times 2) = 800 + 80 + 16 = 800 + 80 + (10 + 6) = 800 + 90 + 6 = 896$	×	400	40	8	2	800	80	16	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
×	400	40	8								
2	800	80	16								
Tuesday	Engage learners to sing the song <u>I AM COUNTING ONE</u> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God.	Lead learners to multiply whole numbers using the Column or vertical method; For example: 25×32 $\begin{array}{r} 25 \\ \times 32 \\ \hline 50 \\ +750 \\ \hline 800 \end{array}$ $\begin{array}{r} 25 \quad 25 \\ \times 30 \quad \times 2 \\ \hline 750 \quad 50 = 800 \end{array}$ Guide learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.								
Wednesday	Engage learners to sing the song <u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.	Engage learners to multiply whole numbers using the Distributive property; for example: 25×32 $25 \times (32) = 25(30 + 2) = 25(30) + 25(2) = 750 + 50 = 800$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.								



		<p>Guide learners to practice with more examples.</p>	
<p>Thursday</p>	<p>Engage learners to sing the song</p> <p><u>I AM COUNTING ONE</u> • I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 	<p>Lead learners to multiply whole numbers using the lattice method. Have learners draw a 2 by 1 rectangular box for solving 54×3.</p>  <p>Have learners draw a 2 by 2 rectangular box for solving 79×58</p>  <p>Guide learners to practice with more examples.</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>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page 20		
Learning Indicator(s)	B5.2.1.2.1		
Performance Indicator	Describe the benefits of the sun to the earth		
Strand	Diversity Of Matter		
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>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>Put learners into groups to discuss the benefits the earth derives from the sun.</p> <p>Learners, in their groups, present their findings. These may include the following;</p> <p><i>i. the sun provides warmth to the earth.</i> <i>ii. light for plants to grow well.</i> <i>iii. provides day and night cycles and energy.</i></p> <p>Learners brainstorm on what will happen if there was no sun.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</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 demonstrate the importance of sunlight to the growth of plants.</p>  <p>Lead learners to discuss the importance of the sun to plant growth.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 28		
Learning Indicator(s)	B5.1.4.1.1.		
Performance Indicator	Describe skills for dealing with peer pressure		
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)
	<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 talk about the benefits of belonging to good peer groups e.g. learning new things, respectfulness, obedience, achieving goals, being courteous</p> <p>Learners role play benefits of belonging to good peer groups</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</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 discuss the dangers of belonging to bad peer groups e.g. drink alcohol, take drugs, have pre-marital sex</p> <p>Learners role play a scenario in which an older pupil is putting pressure on a younger one to do any of the following: i. drink alcohol ii. take drugs iii. have pre-marital sex</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 37		
Learning Indicator(s)	B5.1.2.1.2:		
Performance Indicator	Demonstrate ways to care for the environment.		
Strand	God's Creation & 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>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>Through questions and answers, learners explain what they think a clean environment should be.</p> <p>Using Think-Pair-Share, learners talk about ways of caring for the environment through: tree planting, proper disposal of wastes, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Let learners organize and do clean-up exercises in the school environment.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 31
Learning Indicator(s)	B5.2.5.1.1
Performance Indicator	Name Ghanaians who have made significant Contribution locally and internationally
Strand	My Country Ghana
Sub strand	Some Selected Individuals
Teaching/ Learning Resources	Pictures and Videos
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>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: David Adjaye - architect</p>  <p><i>Sir David Adjaye is a Ghanaian british architect. He is known for designing many notable buildings around the world, including the national museum of african American history and culture in Washington, DC.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</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>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Ozwald Boateng- fashion</p> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

		<p><i>Sir Oswald Boateng is a british fashion designer of ghanaian descent, known for his trademark twist on classic british tailoring and bespoke style.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	
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Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.1.4.6.1 B5.1.4.7.1		
Performance Indicator	Develop guidelines for appreciating and appraising own and others' visual artworks		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising (Visual 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)
	Engage learners to sing songs and play games to begin the lesson.	Appreciating in art is the ability of people to look at a work of art and understand how the work was made. Explain to learners the guidelines and have them agree to it. ➤ 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>	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
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson	Learners are to display selected works that reflect the history and culture of the people of Ghana. Talk about the works dispassionately using the developed guidelines. Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks. Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).	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	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 49		
Learning Indicator(s)	B5.4.1.1.1-3		
Performance Indicator	Recognize and use punctuations 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)
	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 group comes up in front to pick and act the word. The group to get the highest score wins!	Discuss with learners types of writing and explain what narrative writing is. Give examples of narrative writing to learners to examine. Discuss with learners the structure and features of narrative writing. Assist learners to recognize the use of commas, full stops, and question marks appropriately in narrative writing given. Allow learners to write a narrative of about two hundred words.	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
	Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Give a long narrative writing piece to learners. Discuss the content of the narrative writing with learners. Allow learners to recognize the exclamation marks used in the given piece. Let learners read the narrative piece in their groups. Assist learners to understand the use of exclamation marks in narrative writing 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
	Ask learners questions to review their understanding in the previous lesson.	With a given narrative writing piece.	Use questions to review their understanding of the lesson

	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Allow learners to discuss in groups the punctuations used in the narrative writing.</p> <p>Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion.</p>	<p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 61		
Learning Indicator(s)	B5.2.1.2.1:		
Performance Indicator	Describe ways to create more space between an offensive player and a defensive player.		
Strand	Movement Concepts		
Sub strand	Space awareness		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication skills such as speaking, writing, as well as critical thinking and problem-solving			
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. Ask learners questions to review their understanding in the previous lesson	Learners explains with examples the need for players to create space for themselves in order to have enough room to operate. Adequate space enables learners to perform better.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt.

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 14		
Learning Indicator(s)	B5.1.3.1.1-2		
Performance Indicator	Identify primary sources of information		
Strand	Introduction To Computing		
Sub strand	Data, Sources And Usage		
Teaching/ Learning Resources	Computer, Laptop, Smartphone		
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 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>Guide learners to identify the types of data (qualitative and quantitative) by asking leading questions.</p> <p>Task them to convert data from one format to another without losing its value.</p> <p>Guide learners to mention or talk about primary sources of information.</p> <p>Task learners to record data from the primary source and bring them to class for discussion.</p> <p>List items recorded and ask learners to group according to their similarities.</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>