

**SAMPLE TERMLY SCHEME OF LEARNING TERM THREE (3)**

**BASIC FOUR**

# Fayol Inc.

0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

### THIRD TERM SCHEME OF LEARNING – ENGLISH LANGUAGE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| 1 | Oral Language | Conversation, talking  about oneself, family,  people, places, customs etc. | B4.1.6.3 | B4.1.6.3.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Vocabulary | B4.2.6.3 | B4.2.6.3.2. |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.3. |
| Writing | Narrative Writing | B4.4.10.1 | B4.4.10.1.1 |
| Writing Conventions & Grammar Usage | Using Conjunctions | B4.5.8.1 | B4.5.8.1.1. |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 2 | Oral Language | Conversation, talking  about oneself, family, people, places, customs  etc. | B4.1.6.3 | B4.1.6.3.2. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Vocabulary | B4.2.6.4 | B4.2.6.4.1 |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.4. |
| Writing | Creative/Free Writing | B4.4.11.1 | B4.4.11.1.1. |
| Writing Conventions & Grammar Usage | Using Conjunctions | B4.5.8.1 | B4.5.8.1.1. |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 3 | Oral Language | Conversation, talking  about oneself, family, people, places, customs etc. | B4.1.6.3 | B4.1.6.3.3 | Word cards,  sentence cards, letter cards, |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Reading | Vocabulary | B4.2.6.4 | B4.2.6.4.2 | handwriting  on a manila card and a class library |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.4. |
| Writing | Descriptive Writing | B4.4.12.1 | B4.4.12.1.1 |
| Writing  Conventions & Grammar Usage | Using Conjunctions | B4.5.8.1 | B4.5.8.1.1. |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 4 | Oral Language | Listening Comprehension | B4.1.7.1 | B4.1.7.1.4 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Vocabulary | B4.2.6.4 | B4.2.6.4.3 |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.5 |
| Writing | Argumentative/Persuasive Writing | B4.4.13.2 | B4.4.13.2.2 |
| Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.1 |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 5 | Oral Language | Listening Comprehension | B4.1.7.1 | B4.1.7.1.5 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B4.2.7.2 | B4.2.7.2.1 |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.5 |
| Writing | Argumentative/Persuasive Writing | B4.4.13.2. | B4.4.13.2.3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.1 |  |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 6 | Oral Language | Listening Comprehension | B4.1.7.1. | B4.1.7.1.6 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B4.2.7.2 | B4.2.7.2.2 |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.6 |
| Writing | Argumentative/Persuasive Writing | B4.4.13.2 | B4.4.13.2.4 |
| Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.1 |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 7 | Oral Language | Giving and Following Commands/ Instructions | B4.1.9.1. | B4.1.9.1.2. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B4.2.7.2 | B4.2.7.2.3 |
| Grammar | Verbs | B4.3.5.1 | B4.3.5.1.7 |
| Writing | Expository/Informative Writing | B4.4.14.1 | B4.4.14.1.1 |
| Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.2. |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 8 | Oral Language | Presentation | B4.1.10.1 | B4.1.10.1.1-3 | Word cards,  sentence cards, letter cards, handwriting on a manila |
| Reading | Comprehension | B4.2.7.2 | B4.2.7.2.4 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grammar | Adverbs | B4.3.6.1 | B4.3.6.1.2 | card and a  class library |
| Writing | Expository/Informative Writing | B4.4.14.1 | B4.4.14.1.2 |
| Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.2. |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 9 | Oral Language | Presentation | B4.1.10.2 | B4.1.10.2.1-2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Silent Reading | B4.2.8.1 | B4.2.8.1.3. |
| Grammar | Idiomatic Expressions | B4.3.7.1 | B4.3.7.1.1 |
| Writing | Expository/Informative Writing | B4.4.14.1 | B4.4.14.1.2 |
| Writing Conventions & Grammar Usage | Using Simple, Compound and Complex Sentences | B4.5.9.1 | B4.5.9.1.2. |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 10 | Oral Language | Presentation | B4.1.10.3 | B4.1.10.3.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Fluency | B4.2.9.1 | B4.2.9.1.1 |
| Grammar | Conjunctions | B4.3.8.1 | B4.3.8.1.1 |
| Writing | Letter Writing | B4.4.15.1 | B4.4.15.1.1. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Writing  Conventions & Grammar Usage | Spelling | B4.5.10.1 | B4.5.10.1.1 |  |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 11 | Oral Language | Presentation | B4.1.10.3 | B4.1.10.3.4-5 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Fluency | B4.2.9.1 | B4.2.9.1.2. |
| Grammar | Modals | B4.2.9.1 | B4.2.9.1.2. |
| Writing | Letter Writing | B4.4.15.1 | B4.4.15.1.1. |
| Writing  Conventions & Grammar Usage | Spelling | B4.5.10.1 | B4.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |
| 12 | Oral Language | Presentation | B4.1.10.3 | B4.1.10.3.6-7 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Summarizing | B4.2.10.1 | B4.2.10.1.1-2 |
| Grammar | Prepositions | B4.3.10.1 | B4.3.10.1.1 |
| Writing | Letter Writing | B4.4.15.1 | B4.4.15.1.1. |
| Writing Conventions & Grammar Usage | Spelling | B4.5.10.1 | B4.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B4.6.1.1 | B4.6.1.1.1 |

**THIRD TERM SCHEME OF LEARNING – MATHEMATICS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** |  | Counting, |  |  | Counters, bundle |
|  | Number | Representation | B4. 1.1.3 | B4. 1.1.3.3-5 | and loose straws |
|  |  | And Cardinality |  |  | base ten cut |
|  |  |  |  |  | square, patterns made from Manila cards, Bundle of sticks |
| **2** | Number | Counting Representation And Cardinality | B4. 1.1.3  B4.1.1.4 | B4.1.1.3.6  B4.1.1.4.1-2 |
| **3** | Number | Number Operations | B4.1.2.5  B4.1.2.6 | B4.1.2.5.1  B4.1.2.6.1 | Counters, bundle  and loose straws base ten cut square, patterns |
| **4** | Number | Decimal Fractions | B4.1.4.1 | B4.1.4.1.1-3 | Paper strips, cut out cards |
| **5** | Number | Percentages | B4.1.5.1 | B4.1.5.1.1-2 | Counters, bundle and loose straws base ten cut square, patterns |
| **6** | Algebra | Patterns and Relationships | B4.2.1.3 | B4.2.1.3.1-2 |
| **7** | Algebra | Unknown  Expression And Equations | B4.2.2.1  B4.2.2.2 | B4.2.2.1.1-2  B4.2.2.2.1-3 | Counters, bundle and loose straws |
|  |  |  |  |  | base ten cut square, patterns |
| **8** | Algebra | Unknown  Expression And | B4.2.2.2 | B4.2.2.2.4-7 |
|  |  | Equations |  |  |  |
| **9** | Geometry And Measurement | Measurement-  (Perimeter and Area) | B4.3.3.1  B4.3.3.2 | B4.3.3.1.4  B4.3.3.2.1-3 | Ruler, rope, |
|  |  |  |  |  | meter rule |
| **10** | Geometry And Measurement | Measurement-  (Perimeter and Area) | B4.3.3.2 | B4.3.3.2.4-5 |
| **11** | Data | Data Collection  And Organization | B4.4.1.1 | B4.4.1.1.1-4 | Class registers, school based assessment |
| **12** | Data | Data Collection  And Organization | B4.4.1.2 | B4.4.1.2.1-2 |

### THIRD TERM SCHEME OF LEARNING – SCIENCE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Forces And  Energy | Forces And  Movements | B4.4.3.1 | B4.4.3.1.1 | Balls, boxes,  tables, chairs, plants, balloons, bottle,  bottle opener |
| **2** | Forces And  Energy | Forces And Movements | B4.4.3.1 | B4.4.3.1.1 |
| **3** | Humans And  The Environment | Personal Hygiene And Sanitation | B4. 5.1.1 | B4. 5.1.1.1 | Sponge, soaps, tooth brushes and paste, finger nails cutter, towels, brooms |
| **4** | Humans And  The Environment | Personal Hygiene And Sanitation | B4. 5.1.1 | B4. 5.1.1.1 |
| **5** | Humans And  The Environment | Personal Hygiene And Sanitation | B4. 5.1.1 | B4. 5.1.1.2 | Sponge, soaps, tooth brushes and paste, finger nails cutter, towels, brooms |
| **6** | Humans And  The Environment | Personal Hygiene And Sanitation | B4. 5.1.1 | B4. 5.1.1.2 |
| **7** | Humans And  The Environment | Diseases | B4.5.2.1 | B4.5.2.1.1 | Pictures and videos depicting food-borne diseases and measles. |
| **8** | Humans And  The Environment | Diseases | B4.5.2.1 | B4.5.2.1.1 |
| **9** | Humans And  The Environment | Diseases | B4.5.2.1 | B4.5.2.1.2 | Pictures and videos depicting food-borne diseases and measles. |
| **10** | Humans And  The Environment | Diseases | B4.5.2.1 | B4.5.2.1.2 |
| **11** | Humans And  The Environment | Climate Change | B4.5.4.1 | B4.5.4.1.1 | Pictures and videos or charts showing burning of fossil fuel and changing weather pattern |
| **12** | Humans And  The Environment | Climate Change | B4.5.4.1 | B4.5.4.1.1 |

**THIRD TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Our Nation  Ghana | Being A Citizen | B4.4.1.1 | B4.4.1.1.1. | Pictures, Charts, Video Clips |
| **2** | Our Nation  Ghana | Being A Citizen | B4.4.1.1 | B4.4.1.1.1. |
| **3** | Our Nation  Ghana | Being A Citizen | B4.4.1.2 | B4.4.1.2.1 | Pictures, Charts, Video Clips |
| **4** | Our Nation  Ghana | Being A Citizen | B4.4.1.2 | B4.4.1.2.1 |
| **5** | Our Nation  Ghana | Being A Citizen | B4.4.1.3 | B4.4.1.3.1. | Pictures, Charts, Video Clips |
| **6** | Our Nation  Ghana | Being A Citizen | B4.4.1.3 | B4.4.1.3.1. |
| **7** | Our Nation  Ghana | Authority And  Power | B4.4.2.1 | B4.4.2.1.1. | Pictures, Charts, Video Clips |
| **8** | Our Nation  Ghana | Responsible Use  Of Resources | B4.4.3.1 | B4.4.3.1.1. |
| **9** | Our Nation  Ghana | Farming In Ghana | B4.4.4.1 | B4.4.4.1.1. | Pictures, Charts, Video Clips |
| **10** | Our Nation  Ghana | Farming In Ghana | B4.4.4.1 | B4.4.4.1.1. |
| **11** | My Global  Community | Our Neighboring  Countries | B4.5.1.1 | B4.5.1.1.1. | Pictures, Charts, Video Clips |
| **12** | My Global  Community | Our Neighboring  Countries | B4.5.1.2 | B4.5.1.2.1. |

### THIRD TERM SCHEME OF LEARNING – RELIGIOUS & MORAL EDUCATION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | The Family,  Authority and Obedience | Authority And Obedience | B4.5.1.1 | B4.5.1.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **2** | The Family,  Authority and Obedience | Authority And Obedience | B4.5.1.1 | B4.5.1.1.1 |
| **3** | The Family,  Authority and Obedience | Authority And Obedience | B4.5.1.1 | B4.5.1.1.1 | Wall charts,  wall  words, posters, video clip, etc. |
| **4** | The Family,  Authority and Obedience | Authority And Obedience | B4.5.1.1 | B4.5.1.1.1 |
| **5** | The Family,  Authority and Obedience | Authority And Obedience | B4.5.1.1 | B4.5.1.1.1 | Wall charts,  wall  words, posters, video clip, etc. |
| **6** | The Family,  Authority and Obedience | Authority And Obedience | B4.5.1.1 | B4.5.1.1.1 |
| **7** | The Family,  Authority and Obedience | Roles Relationship  in the Family and Character Formation | B4.5.2.1 | B4.5.2.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **8** | The Family,  Authority and Obedience | Roles Relationship  in the Family and Character Formation | B4.5.2.1 | B4.5.2.1.1 |
| **9** | The Family,  Authority and Obedience | Roles Relationship  in the Family and Character Formation | B4.5.2.1 | B4.5.2.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **10** | The Family, Authority and Obedience | Roles Relationship  in the Family and Character Formation | B4.5.2.1 | B4.5.2.1.1 |
| **11** | The Family,  Authority and Obedience | Roles Relationship in the Family and | B4.5.2.1 | B4.5.2.1.1 | Wall charts, wall |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Character  Formation |  |  | words, posters,  video clip, etc. |
| **12** | The Family,  Authority and Obedience | Roles Relationship  in the Family and Character Formation | B4.5.2.1 | B4.5.2.1.1 |

**THIRD TERM SCHEME OF LEARNING – HISTORY**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Colonization and  Developments under Colonial Rule in Ghana | Establishing Colonial Rule in Ghana | B4.4.1.1 | B4.4.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| **2** | Colonization and  Developments under Colonial Rule in Ghana | Establishing Colonial Rule in Ghana | B4.4.1.1 | B4.4.1.1.1 |
| **3** | Colonization and  Developments under Colonial Rule in Ghana | Establishing Colonial Rule in Ghana | B4.4.1.1 | B4.4.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| **4** | Colonization and  Developments under Colonial Rule in Ghana | Establishing Colonial Rule in Ghana | B4.4.1.2 | B4.4.1.2.1 |
| **5** | Colonization and  Developments under Colonial Rule in Ghana | Establishing Colonial Rule in Ghana | B4.4.1.2 | B4.4.1.2.1 | Wall charts, word cards, posters, video clip, etc. |
| **6** | Colonization and  Developments under Colonial Rule in Ghana | Establishing Colonial Rule in Ghana | B4.4.1.2 | B4.4.1.2.1 |
| **7** | Independent  Ghana | The Republics | B4.6.1.1 | B4.6.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| **8** | Independent  Ghana | The Republics | B4.6.1.1 | B4.6.1.1.1 |
| **9** | Independent  Ghana | The Republics | B4.6.1.1 | B4.6.1.1.1 |
| **10** | Independent  Ghana | The Republics | B4.6.1.1 | B4.6.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| **11** | Independent  Ghana | The Republics | B4.6.1.1 | B4.6.1.1.1 |
| **12** | Independent  Ghana | The Republics | B4.6.1.1 | B4.6.1.1.1 |

### THIRD TERM SCHEME OF LEARNING – CREATIVE ARTS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Visual Arts | **Thinking and**  **Exploring Ideas**  (Visual Arts) | CSE 1 | B4. 1.1.1.3 | Photos, videos,  art paper, colors and traditional art tools, other materials available in the community |
| **2** | Performing Arts | **Thinking and**  **Exploring Ideas**  (Performing Arts) | CSE 1 | B4. 2.1.1.3 |
| **3** |  | **Planning,** |  |  | Photos, videos, |
|  | Visual Arts | **Making and Composing**  (Visual Arts) | CSE 2&3 | B4 1.2.2.3  B4 1.2.3.3 | art paper, colors and traditional art tools, other  materials available |
|  |  |  |  |  | in the community |
| **4** |  | **Planning,** |  |  |
|  | Performing Arts | **Making and Composing** | CSE 2&3 | B4 2.2.2.3  B4 2.2.3.3 |  |
|  |  | (Performing Arts) |  |  |  |
| **5** | Visual Arts | **Displaying and**  **Sharing**  (Visual Arts) | CSE 4&5 | B4 1.3.4.3  B4 1.3.5.3 | Photos, videos,  art paper, colors and traditional art tools, other |
|  |  |  |  |  | materials available in the community |
| **6** | Performing Arts | **Displaying and**  **Sharing**  (Performing Arts) | CSE 4&5 | B4 2.3.4.3  B4 2.3.5.3 |
| **7** | Visual Arts | **Appreciating**  **and Appraising**  (Visual Arts) | CSE 6&7 | B4 1.4.6.3  B4 1.4.7.3 | Photos, videos,  art paper, colors and traditional art  tools, other |
|  |  |  |  |  | materials available in the community |
| **8** | Performing Arts | **Appreciating**  **and Appraising**  (Performing Arts) | CSE 6&7 | B4 2.4.6.3  B4 2.4.7.3 |
| **9** | Visual Arts &  Performing Arts | **Thinking and** |  |  | Photos, videos, |
|  | **Exploring Ideas** |  |  | art paper, colors |
|  | School based project | CSE 1 | B4.1.1.1  B4 2.1.1 | and traditional art tools, other  materials available |
|  | (Visual Arts & |  |  | in the community |
|  | performing Arts) |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **10** | Visual Arts &  Performing Arts | **Planning,**  **Making and Composing**  School based project  (Visual Arts & Performing | CSE 2&3 |  | Photos, videos,  art paper, colors and traditional art tools, other materials available in the community |
| **11** | Visual Arts &  Performing Arts | **Displaying and**  **Sharing**  School based project  (Visual Arts & Performing Arts) | CSE 4&5 |  | Photos, videos,  art paper, colors and traditional art tools, other materials available in the community |
| **12** | Visual Arts &  Performing Arts | **Appreciating**  **and Appraising**  School based project  (Visual Arts & Performing Arts) | CSE 6&7 |  | Photos, videos,  art paper, colors and traditional art tools, other materials available in the community |

**THIRD TERM SCHEME OF LEARNING – GHANAIAN LANGUAGE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATOR**  **S** | **RESOURCES** |
| **1** | Oral Reading | Asking & Answering  Questions.  Giving & Following Instructions | B4.1.9.1.1  B4.1.10.1 | B4.1.9.1.1-2  B4.1.10.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **2** | Oral Reading | Presentation | B4.1.11.1 | B4.1.11.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **3** | Oral Reading | Fluency | B4.2.8.1 | B4.2.8.1.1-2 |
| **4** | Reading | Summarizing | B4.2.9.1 | B4.2.9.1.1-2 |
| **5** | Reading | Informative &  Academic Writing | B4.4.6.1 | B4.4.6.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **6** | Writing | Literary Writing | B4.4.7.1 | B4.4.7.1.1-3 |
| **7** | Composition  Writing | Letter Writing | B4.4.8.1 | B4.4.8.1.1-3 |
| **8** | Writing  Convention And Grammar Usage | Integrating  Grammar In Written Language (Use of postpositions) | B4.5.5.1 | B4.5.5.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **9** | Writing Convention And Grammar Usage | Integrating  Grammar In Written Language (Use of simple and compound sentences) | B4.5.6.1 | B4.5.6.1.1-3 |
| **10** | Writing  Convention And Grammar Usage | Integrating  Grammar In Written Language (Spelling) | B4.5.7.1 | B4.5.7.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **11** | Writing  Convention And Grammar Usage | Integrating  Grammar In Written Language (Use Of Conjunction) | B4.5.8.1 | B4.5.8.1.1. |
| **12** | Extensive  Reading | Reading Texts, And  Short Stories | B.4.6.3.1 | B.4.6.3.1.3-4 | Word cards,  class library |

### THIRD TERM SCHEME OF LEARNING – PHYSICAL EDUCATION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Motor Skill And  Movement Patterns | Locomotive  Skills | B4.1.10.1 | B4.1.10.1.12 | Pictures and  Videos |
| **2** | Motor Skill And  Movement Patterns | Locomotive  Skills | B4.1.11.1 | B4.1.11.1.13 | Pictures and  Videos |
| **3** | Motor Skill And  Movement Patterns | Manipulative  Skills | B4.1.12.1 | B4.1.12.1.15 | Pictures and  Videos |
| **4** | Motor Skill And  Movement Patterns | Rhythmic Skills | B4.1.13.1 | B4.1.13.1.16 | Pictures and  Videos |
| **5** | Movement Concepts,  Principles And Strategies | Body Management | B4.2.4.2 | B4.2.4.2.4 | Pictures and Videos |
| **6** | Movement Concepts,  Principles And Strategies | Strategies | B4.2.5.2 | B4.2.5.2.5 | Pictures and Videos |
| **7** | Physical Fitness | Flexibility | B4.3.4.3 | B4.3.4.3.4 | Pictures and  Videos |
| **8** | Physical Fitness | Endurance | B4.3.5.3 | B4.3.5.3.5 | Pictures and  Videos |
| **9** | Physical Fitness Concepts, Principles And Strategies | Safety And Injuries | B4.4.4.4 | B4.4.4.4.5 | Pictures and Videos |
| **10** | Physical Fitness Concepts, Principles And Strategies | Substance | B4.5.4.4 | B4.5.4.4.6 | Pictures and Videos |
| **11** | Values And Psycho-  Social Concepts, Principles And Strategies | Group dynamic | B4.5.3.5 | B4.5.3.5.3 | Pictures and Videos |
| **12** | Values And Psycho-  Social Concepts, Principles And Strategies | Critical thinking | B4.5.4.5 | B4.5.4.5.4 | Pictures and Videos |

**THIRD TERM SCHEME OF LEARNING – COMPUTING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Presentation | Introduction to MS  PowerPoint | B4.2.1.1 | B4.2.1.1.1 | Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section |
| **2** | Presentation | Introduction to MS  PowerPoint | B4.2.1.1 | B4.2.1.1.2 |
| **3** | Presentation | Introduction to MS  PowerPoint | B4.2.1.1 | B4.2.1.1.2 |
| **4** | Presentation | Introduction to MS  PowerPoint | B4.2.1.1 | B4.2.1.1.2 |
| **5** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.1 | Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS – Word. |
| **6** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.1 |
| **7** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.1 |
| **8** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.1 | Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS – Word. |
| **9** | Word Processing | Introduction To Word Processing | B4.3.1.1 | B4.3.1.1.2 |
| **10** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.2 |
| **11** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.2 |
| **12** | Word  Processing | Introduction To  Word Processing | B4.3.1.1 | B4.3.1.1.2 |



### SAMPLE LESSON NOTES-WEEK 1

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 1 BASIC FOUR

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.6.3.1. B4.2.6.3.2 B4.3.5.1.3. B4.4.10.1.1. B4.5.8.1.1. B4.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can engage in collaborative conversation on topics such as   myself, family etc. with peers   1. Learners can deduce meaning of words from how they relate to one another 2. Learners can use the simple present form of verbs in sentences: 3. Learners can write about real or imagined experiences or events 4. Learners can identify and use conjunctions 5. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | |
| **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 | Engage learners to sing songs  and recite some familiar rhymes they know  ONE POTATO, TWO POTATOES  One potato, two potatoes, three potatoes, four  Five potatoes, six potatoes, seven potatoes, more.  One potato, two potatoes, three potatoes, four  Five potatoes, six potatoes, seven potatoes, more | | A.**ORAL LANGUAGE**  (*Conversation*)  Model describing yourself:  e.g. name, physical features, character, likes and dislikes etc.  Guide learners with appropriate questions to give oral descriptions of themselves.  Select and describe a family member using relevant vocabulary e.g.  – *sister/brother/parent*  *– name, age*  *– how he/she looks like*  *– Shape of face, facial marks if any, etc.*  Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located.  Have learners mention names of persons in politics such as Ministers for Education, Health, Agriculture, etc. | 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. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Through questions and answers have  learners talk about the roles and duties of these ministers.  Individually, ask learners to talk about their favorite personalities in sports, music, etc. |  |
| Tuesday | Engage learners to play  “Read- Cover- Write” game. | B.**READING**  **(***Vocabulary***)** | Ask learners to talk about  what they have learnt. |
|  | Put word cards on the table, floor or a bowl. | Reverse the meaning of the terms using examples. | Call out a few words for learners to spell them off head. |
|  | A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class.  The class checks to see if the word is correct. | Have learners play games (e.g. *Synonym Tree Game*) to reinforce their knowledge of antonyms and synonyms.  Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary. | Ask learners to read some keywords on the board. |
|  | The student with the correct number of words wins the game. | Learners may match words with their synonyms/antonyms. |  |
| Wednesday | Ask children to choose any 4  letters and write them in their books/on the floor.  The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. | C.**GRAMMAR**  (*verbs*)  Using several examples demonstrate the use of the simple present form of verbs in the sentences  – Habitual actions.  e.g. i. Esi reads every day.  ii. Joe sweeps every morning. | 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. |
|  | The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. | Create situations for learners to use verbs to express habitual actions.  e.g. Tell the class what you do every morning. |  |
|  | This can also be played with high frequency words that the children know. | – Timeless and universal statements. e.g.   1. The sun rises in the east and sets in the west. 2. Ghana is in Africa. |  |
|  |  | Provide ample practice using language drills. |  |
| Thursday | Engage learners in the “What  word am I writing game” | D.**WRITING**  (*Narrative Writing*) | Ask learners to talk about  what they have learnt. |
|  | Put learners into groups of two.  The teacher writes a word in the air. | Guide learners to narrate an event they participated in e.g. my first day at the national theatre. | Call out a few words for learners to spell them off head. |
|  | Learners makes the letter sound and tell the teacher the sound that has been written | Learners tell the story sequentially with a guide of a map built. | Ask learners to read some keywords on the board. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Let learners use adjectives and adverbs in  describing the physical appearance and state of their characters.  Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.  Learners edit their work first in their groups, then across groups.  Let learners then publish their stories on the class notice board so each group can read another’s story. |  |
| Friday | Learners stand in a big circle.  Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the first letter of their name. for example: Precious Princess, Tiny Timothy etc. | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  **(***Using Conjunctions***)**  Guide learners to give examples of sentences demonstrating their knowledge of conjunctions.  e.g.   1. Musa **and** Kuma are good friends. 2. Kwame is hard working but Abena is lazy. | 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. |
|  |  | Guide learners in groups to join sentences using coordinating conjunctions on a topic.  e. g. A visit to an interesting tourist site. |  |
|  |  | Guide them to edit each other’s work by exchanging with other groups. |  |
|  |  | Let learners talk about the differences in their stories. |  |
|  |  | F.**EXTENSIVE READING** |  |
|  | Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two-paragraph summary of the book read. | Have learners present a- two-paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 12 | | |
| **Learning Indicator(s)** | | B4. 1.1.3.3-5 | | |
| **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. * Learners can generate and analyze patterns in square numbers | | |
| **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 | | Guide learners to identify and list  the set multiples of given numbers | Ask learners to tell you what  they have learnt |
|  |  | | using skip counting |  |
|  | WE CAN COUNT | | E.g. *The set of multiples 5 and 10*. | Give learners individual or |
|  | We class four | | *5= { 5, 10 15……..100}* | home task. |
|  | We can count | | *10 = {10, 20, 30 , ……..100}* |  |
|  | We count 1,2,3,4,5 | |  | List the multiples for the |
|  | We count 6,7,8,9,10 | | Guide learners to list the set of | following numbers |
|  | We class four can count very | | common multiples of any two or | a) 4 |
|  | well. | | more given numbers between 0 and | b) 5 |
|  |  | | 100. | c) 6 |
|  |  | | *e.g. find the common multiples of 2* | d) 7 |
|  |  | | *and 3.* | e) 8 |
|  |  | | *2={2,4,6,8,10,12,14,16,18,20}* | f) 9 |
|  |  | | *3={3,6,9,12,15,18,21,24,27,30}* | g) 12 |
|  |  | | *The common numbers are* | h) 14 |
|  |  | | *={6,12,18}* | 1. 15 2. 16 |
|  |  | | Assessment: Engage learners to |  |
|  |  | | solve several examples. |  |
| Tuesday | Review learners  understanding in the previous lesson using questions and answers | | Introduce the vocabulary terms to  learners. That is least common multiples (LCM).  Revise with learners on multiples of numbers. | Ask learners to tell you what  they have learnt  Give learners individual or home task. |
|  | Engage learners to play games and sing songs to begin the lesson. | | Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM).  E.g. find the LCM of 5 and 10. 5={5,10,15,20,25,30,35,40,45,50} 10={10,20,30,40,50}  Common numbers={10} | Find the LCM for   1. 2 and 3 2. 4 and 7 3. 10 and 15 4. 20 and 5 |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Assessment: Engage learners to  solve several examples. |  |
| Wednesday | Review learners  understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | Have learners recite some  multiplication facts up to 12  Explain to learners what factors of numbers means.  Factors represent the numbers that we can multiply to get a bigger number called the product or multiple.  4 x 3 = 12  Factors Product  Since12 = 4 × 3, we can say 4 and 3 are factors of 12; and 12 is a multiple of 3 or a multiple of 4.  Guide learners to break given multiples into factors and pairs of factors of given numbers. | Ask learners to tell you what  they have learnt  Give learners individual or home task.  Copy and complete the table |
| Thursday | Let learners solve this  Using only addition, how can you use eight eights to get the number 1000?  Answer: 888+88+8+8+8 | Guide learners to Investigate with  even and odd numbers.  Engage learners to play the sharing game to demonstrate even and odd numbers.  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,  Again, give three oranges to two learners to share equally. Learners realize that it cannot shared equally since there will be reminder of one. Let learners record the number 3 down in their books.  Continue with several examples for learners to list the numbers that are divisible by 2 and those which are not.  Example: {2,4,6,8,10,12,14,16…}  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 | Ask learners to tell you what  they have learnt  Give learners individual or home task.  List the even numbers between 1 and 50  List all the odd numbers between 10 and 100 |



|  |  |
| --- | --- |
| Numbers | factors |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |
| 16 |  |
| 17 |  |
| 18 |  |
| 19 |  |
| 20 |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | of 5? (This is also known as the  divisibility test). |  |
| Friday | Engage learners to sing the  song  WE CAN COUNT  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. | Put learners into convenient groups  and provide each group adequate number of bottle tops, an A4 sheet and a 30cm ruler and ask them to generate square numbers by continuing the arrangement shown below up to the 10th number; [i.e. 1, 4, 9, 16, 25, 36 … )          1 4 9 16 | Ask learners to tell you what  they have learnt  Give learners individual or home task.  Study the figure below and continue for the next 4 terms          1 4 9 16 |
|  |  | Investigate the relationship between square numbers and the sum of consecutive odd numbers. |  |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page 12 | | |
| **Learning Indicator(s)** | | B4.4.3.1.1 | | |
| **Performance Indicator** | | Learners can demonstrate understanding of elastic and compressional  forces and their everyday applications | | |
| **Strand** | | Forces And Energy | | |
| **Sub strand** | | Forces And Movements | | |
| **Teaching/ Learning Resources** | | Balls, tables, chairs, plants, balloons, bottle, bottle opener | | |
| **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)** |
|  | Have learners to write answers  for the following questions on sheet of papers.  What is force?  How is force described?  What forces do you observe in everyday life? | | Revise with learners to explain  force and demonstrate how it causes movement  Learners engage in simple demonstrations on how forces cause movement.   1. Rubbing pens in the hair and using it to pick pieces of paper. 2. Using a magnet to attract iron nails or pins. 3. Throwing stones into water in a bucket will cause the water to shake. 4. Push a toy car down on the floor. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Learners bring catapults, rubber  bands, springs and bicycle pumps to class.  Guide learners to demonstrate different effects of forces,  E.g. by kicking a ball in different directions, pushing a table, and crumpling a piece of paper or stopping a moving toy.  Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class.  Learners to discuss how elastic and compressional forces are applied in everyday life | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 15 | | |
| **Learning Indicator(s)** | | B4.4.1.1.1. | | |
| **Performance Indicator** | | Learners can demonstrate how to show good manners in the home,  school and community | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Being A Citizen | | |
| **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)** |
|  | Let learners sing some patriot  songs to prove how good citizens they are.  Review learners understanding in the previous lesson using questions and answers | | Revise with learners the  meaning of acceptable manners.  Manners are attitudes and behaviors that society accept or frowns on.  Learners work in groups to identify good manners in the Community  E.g. Greeting, Courtesy, Commitment, Love,  Peace, Honesty, Tolerance, Respect for others, High achievement, Patriotism, Hard work.  Learners talk about things they can do to uphold values in the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Learners talk about the  importance of observing good manners or etiquette in the home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respect for the elderly, obedience to authority, respect the Constitution of Ghana.  Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 31 | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Learners can explain authority at home, school and in the community. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Authority And Obedience | | |
| **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)** |
|  | Let learners sing religious  songs they are familiar with.  Have learners to summarize what they learnt during their previous Sunday school church service. | | Through questions and answers,  let learners explain authority.  With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community.  In a community, the chief and his elders rule over the people. They make rules and laws for the inhabitants. They punish who ever goes contrary to the laws  Also, members of parliament, metro, municipal and district chief executives are also considered to have authority in the community. They represent the President in the community. They also ensure that government policies are implemented.  Religious leaders like the pastor, imam and traditional priest are also seen as people in authority in the community. They preside on their followers and teach them what to do. | Ask learners series of questions  to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

|  |  |
| --- | --- |
| **Week Ending** |  |
| **Class** | Four |
| **Subject** | **HISTORY** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reference** | | History curriculum Page 26 | | |
| **Learning Indicator(s)** | | B4.4.1.1.1. | | |
| **Performance Indicator** | | Examine the Bond of 1844 | | |
| **Strand** | | Colonization and Developments under Colonial Rule in Ghana | | |
| **Sub strand** | | Establishing Colonial Rule in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Tell learners a brief story  about Ghana. | | Discuss with learners the events leading  to the signing of the Bond of 1844. | Ask learners series of  questions to review their understanding of the lesson |
| Let learners sing some patriot songs they are familiar with. | | The bond of 1844 was a peaceful agreement signed on the 6th march 1844 between commander Hill and 8 Fante chiefs.  The bond of 1844 was signed because the british wanted the people of gold coast to end their bad practices such as slaves and human sacrifice. The chiefs of the southern state wanted the british to protect their people and territories from attacks and free them from the control of the Ashantis | Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Review the previous  knowledge of the learners by making them answer questions on the previous lesson.  Engage learners to play games and sing songs to begin the lesson | | Using primary evidence provide students  with the content of 1884 and discuss it with them.  *” 1. Whereas power and jurisdiction have been exercised for and on behalf of Her Majesty the Queen of Great Britain and Ireland, within divers countries and places adjacent to Her Majesty’s forts and settlements on the Gold Coast; we, chiefs of countries and places so referred to, adjacent to the said forts and settlements, do hereby acknowledge that power and jurisdiction, and declare that the ﬁrst objects of law are the protection of individuals and of property.* | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | | *” 2. Human sacriﬁces, and other barbarous customs, such as ritual killings, are abominations, and contrary to law.* |  |
|  | | *“3. Murders, robberies, and other crimes and offences, will be tried and enquired of before the Queen’s judicial ofﬁcers and the chiefs of the districts, molding the customs of the country to the general principles of British law.* |  |

**Week Ending**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Class** | | Four | | | | |
| **Subject** | | **CREATIVE ARTS** | | | | |
| **Reference** | | Creative Arts | | curriculum | Page 28 |  |
| **Learning Indicator(s)** | | B4.1.1.1.3 | | | | |
| **Performance Indicator** | | Learners can generate ideas by studying visual artworks created by  selected Ghanaian visual artists that reflect the natural and manmade environments of some communities in Ghana | | | | |
| **Strand** | | Visual Arts | | | | |
| **Sub strand** | | Thinking and Exploring Ideas | | | | |
| **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 sing songs and recite  rhymes about work.  Show a picture of renowned kwame Amoah to learners. | | Let Learners study the visual artworks  of some selected Ghanaians.  KWAME AMOAH  James Kwame Amoah was born on 3 July 1943 in Agona. He is a ceramic artist and is well known for his ceramic works. He obtained his bachelor’s degree in Arts at KNUST Kumasi Ghana in 1996.u Kwame is poplar for producing a ceramic pot known as the “Abusua Kuruwa”. Abusua kuruwa is a large earthen ware pot with a wide open circular rim surrounded by three figures. Etc.  Have learners to appreciate the works of James Kwame Amoah.  Let to identify the significance of his artworks. | | | Learners talk about what  was interesting and made meaning to them in the lesson.  Learners retell the history of James Kwame Amoah in groups |
|  | Call learners to recall some  history facts about James Kwame Amoah.  Use series of questions to review their understanding in the previous lesson. | | Show pictures of his artworks to  learners for them to generate their own ideas. | | | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson  Teacher moves round the classroom to monitor the progress of learners based on the task given them  Learners display their artworks for appreciation |
|  | | Assessment: learners to use ideas generated to create their own artworks | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | |
| **Class** | | Four | | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | | |
| **Reference** | | Ghanaian Language curriculum Page 9 | | | |
| **Learning Indicator(s)** | | B4.1.9.1.1-2 | | B4.1.10.1.1 |  |
| **Performance Indicator** | | Recognize and use polar question markers correctly.  Recognize landmarks in your area and use them to give directions. | | | |
| **Strand** | | Oral Reading | | | |
| **Sub strand** | | Asking & Answering Questions.  Giving & Following Instructions | | | |
| **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! | | Revise the lesson on giving and  responding to commands with learners.  Call one learner and use the questions and answers strategy to get information from him or her as the rest of the learners listen.  Discuss what polar question markers are with learners. | | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | | *Polar questions are questions whose expected answer is either “yes” or “no”* | |  |
|  | | Lead learners to recognize polar question markers in a group of questions written on the board.  E.g. *i. Have you eaten? Yes/No.*  *ii. Are you from this town? Yes/No* | |  |
|  | 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 | | Let learners come out in pairs.  Let one ask a polar question for the other to answer and vice versa (supervise the questioning so that you provide an assistance where necessary).  Use question and answer strategy, to get information from one of the learners on the use of polar question markers.  Let them recognize polar questions in your question. | | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | | Lead learners to recognize how to use polar question markers correctly. | |  |
|  | 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 | | Let learners recognize landmarks in  their locality.  E.g. *church, police station, market, hospital etc.*  Demonstrate the use of the landmarks to give directions. | | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

|  |  |  |  |
| --- | --- | --- | --- |
|  | comes up in front to pick and  act the word.  The group to get the highest score wins! | Let learners use landmarks on the school compound to give directions to specific places in the school.  Let learners use landmarks to give directions to key places in the locality.  Show learners map of Ghana with the landmarks very visible.  Discuss the map with learners telling them what a landmark is and how to recognize the landmarks.  Let the learners mention some of the popular landmarks they see on the map. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 47 | | |
| **Learning Indicator(s)** | | B4.1.10.1.12 | | |
| **Performance Indicator** | | Learners can keep a hand-dribbled ball away from a defensive partner. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Locomotive Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Personal development and leadership, cooperation skills | | | | |
|  | | | | |
| **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 to jog and run  within a demarcated area to warm up their bodies.  Show pictures of the skill to be learnt. | | Learners in pairs after a warm  up use their hands to dribble balls away from their partners.  Learners alternate the hand used in the dribble.  Keep ball away from partners by placing your body in between ball and partner | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **COMPUTING** | | |
| **Reference** | | Computing curriculum Page 8 | | |
| **Learning Indicator(s)** | | B4.2.1.1.1 | | |
| **Performance Indicator** | | Demonstrate the use of clipboard, slides, fonts, paragraph and editing  in the ribbons under the home ribbons section. | | |
| **Strand** | | Presentation | | |
| **Sub strand** | | Introduction to MS PowerPoint | | |
| **Teaching/ Learning Resources** | | Images of clipboard, slides, fonts, paragraph and editing in the ribbons  under the home ribbons section | | |
| **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)** |
|  | Get a viral picture, a trending  news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them. | | Guide learners to explore the  use of the clipboard, slides, fonts, paragraph, and editing features in MS- PowerPoint under the Home tab. | Ask learners to talk about  what they have learnt.  Pose questions to learners to review their understanding of the lesson |



**SAMPLE LESSON NOTES-WEEK 2**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 2 BASIC FOUR

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.6.3.2. B4.2.6.4.1. B4.3.5.1.4. B4.4.11.1.1. B4.5.8.1.1. B4.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can demonstrate turn taking in conversation on different   topics and speak audibly.   1. Learners can expand vocabulary stock through affixation 2. Learners can use regular form of the simple past tense of verbs 3. Learners can write freely about topics of choice in their immediate environment 4. Learners can identify and use conjunctions 5. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | |
| **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 | Ask learners to draw a  conversation strip with your friend featuring yourself as the main character.  Include speech bubbles and/or captions.  The conversation should center on what you did after school. | | A.**ORAL LANGUAGE**  (*Conversation.* Pg 9)  Demonstrate turn taking with a learner earlier prepared.  Learners in pairs, take turns to talk about given topics in groups observing turn taking. | Encourage learners to  turns in their everyday life since it promotes fairness.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Ask learners to draw two  smileys to express how they feel that moment.  Have learners to present their smileys to whole class for discussion. | | B.**READING**  **(***Vocabulary.* Pg 25**)**  Revise prefixes and suffixes by breaking down some common words into their roots- prefix/suffix components. e.g. happy + ness = happiness  un + happy + ness = unhappiness  Guide learners to play games, e.g. Affixes Game. Write prefixes and suffixes on cards. Learners take turns to pick these from the basket or bag. If a learner is able to add a root to the prefix or the suffix and read out the word correctly, he/she keeps it.  At the end of the game, the child with the largest number of cards wins the game.  Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

|  |  |  |  |
| --- | --- | --- | --- |
| Wednesday | Have learners to write a list  of 10 things they would buy if they won a million cedis.  Let learners present their list to the whole class for discussion. | C.**GRAMMAR**  (*verbs.* Pg 42)  Revise main and auxiliary verbs by having learners identify them in sentences.  Introduce learners to the concept of regular verbs:  - Regular verbs form their past tense by adding “d” or “ed”  e.g. play- played, walk- walked, bake- baked etc. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Elicit examples from learners and have them used sentences. |  |
|  |  | - The irregular verbs form their past tense differently. They do not add “d” or “ed”.  e.g. sleep-slept, come-came, go-went etc. |  |
|  |  | Provide a passage having regular and irregular verbs in the present tense. |  |
|  |  | Learners rewrite the sentences in the past. |  |
| Thursday | Ask learners to write a list of  10 things they would do if they could fly.  Let learners present their list to the whole class for discussion. | D.**WRITING**  (*creative writing. Pg 54*)  Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.  Guide learners to brainstorm and generate ideas. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Have learners organize their ideas and write their first draft. |  |
|  |  | They then peer edit their work. |  |
|  |  | Have them present their work for class discussion and correction. |  |
|  |  | They then write the final draft and display their work for their peers to read. |  |
| Friday | Give a copy of the worksheet  to learners. They are supposed to complete the task using the pronouns provided in the table within 6mins.  **their it**  **he mine**  **they she** | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  **(***Using Conjunctions***)**  Conjunctions are words that link sentences together. | Ask learners to read the  list of conjunctions below and choose one conjunction to join together each set of sentences.  **Since and**  **While but so then if** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | *1. Jennifer told her mom*  *that has a lot of homework*  *tonight.* | Guide learners to give examples of  sentences demonstrating their knowledge of conjunctions. e.g.   1. Ted stayed home from school because he was sick. 2. She was going out to play but it rained.   Guide learners in groups to join sentences using coordinating conjunctions on a topic.  e. g. A visit to an interesting tourist site.  Guide them to edit each other’s work by exchanging with other groups.  Let learners talk about the differences in their stories.  F.**EXTENSIVE READING**  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | *1.He went to the toy store….. bought a stuffed animal.* |
| *2. Melanie, Jackie, and Shelly will cook dinner tonight and will*  *also wash the dishes.* | *2.We went to the movies……. out to dinner.* |
| *3. Sarah and Cindy will meet……… parents at the bus stop after the shopping trip.* | 1. *I baked cookies……they burned in the oven* 2. *We flew our kite…….the wind blew.* |
| 1. *That bracelet is not yours, but*   *……………*   1. *The dog seems lost but……… knows how to get home* | *5.I will eat my vegetables I can have a*  *cookie for dessert.* |
|  | *6.I can go out to play I*  *finished all of my homework.* |
|  | *7.Will brought a pail and shovel to the beach………he could build a sandcastle.* |
| Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | Have learners present a- two-paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 12-13 | | |
| **Learning Indicator(s)** | | B4.1.1.3.6 B4.1.1.4.1-2 | | |
| **Performance Indicator** | | * Learners can represent square numbers using factors * Learners can describe real life situations using positive and negative values | | |
| **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 in the “Jump  Counting” game  Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens! | | Learners draw a square whose  side is 1 unit by 1 unit and determine the area; repeat the activity for a 2 unit, 3 unit and 4 unit squares. | Give learners task to complete  while you go round the class to support those who might need extra help. |
| Tuesday | Let learners draw a picture of a  favorite place in the world. Then write five or more words that remind them of that place.  Have learners to paste their drawings on the classroom wall to create a gallery. | | Learners work in groups to  continue the pattern to include the factors of 144.  Guide learners to investigate with square numbers.  When a number has been multiplied by itself we say the answer is a square number hence 1× 𝟏 = 𝟏;𝟐 × 𝟐 = 𝟒; 𝟑 ×  𝟑 = 𝟗 and we can write three squared as 𝟑 × 𝟑 = 𝟑𝟐) | Give learners task to complete  while you go round the class to support those who might need extra help. |
| Wednesday | Engage learners to cut out  some 2D shapes at your start signal.  Have learners to paste the cut outs on the classroom wall | | Brainstorm learners on  happenings which may be represented with positive and negative numbers  (e.g. having savings with a bank and owing a bank; profit and loss etc.)  Movement on the number line to the right and left of zero.  Engage learners in activities to identify positive and negative values. | Give learners task to complete  while you go round the class to support those who might need extra help. |
| Thursday | Give learners brain teasers to  solve.  1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus? | | Brainstorm learners on  happenings which may be represented with positive and negative numbers  (e.g. having savings with a bank and owing a bank; profit and loss etc.) | Give learners task to complete  while you go round the class to support those who might need extra help. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2. Ms. Alvarez’s class has 33  students. She wants to have 3 equal groups for the activity. How many students are in each group? | Movement on the number line  to the right and left of zero.  Engage learners in activities to identify positive and negative values. |  |
| Friday | Have learners to create  patterns of two objects to making meaning. | Learners count from a given  interval of positive and negative numbers on the number line. For example, count from 10 backward through zero to negative -8.  Continue with the activity until all learners are familiar with negative and positive values. | Give learners task to complete  while you go round the class to support those who might need extra help. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 12 |  |
| **Learning Indicator(s)** | | B4.4.3.1.1 | | | | |
| **Performance Indicator** | | Learners can demonstrate understanding of elastic and compressional  forces and their everyday applications | | | | |
| **Strand** | | Forces And Energy | | | | |
| **Sub strand** | | Forces And Movements | | | | |
| **Teaching/ Learning Resources** | | Balls, tables, chairs, plants, balloons, bottle, bottle opener | | | | |
| **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)** |
|  | Have learners to write answers  for the following questions on sheet of papers.  What is force?  How is force described?  What forces do you observe in everyday life? | | Revise with learners to explain  force and demonstrate how it causes movement  Learners engage in simple demonstrations on how forces cause movement.   1. *Rubbing pens in the hair and using it to pick pieces of paper.* 2. *Using a magnet to attract iron nails or pins.* 3. *Throwing stones into water in a bucket will cause the water to shake.* 4. *Push a toy car down on the floor.* | | |  |
|  | Review learners understanding  in the previous lesson using questions and answers | | Learners bring catapults, rubber  bands, springs and bicycle pumps to class. | | | Ask learners series of  questions to review their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Guide learners to demonstrate different effects of forces,  E.g. by kicking a ball in different directions, pushing a table, and crumpling a piece of paper or  stopping a moving toy. | | | Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt |
|  | | Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class. | | | Give learners individual or  home task |
|  | | Learners to discuss how elastic and compressional forces are applied in everyday life | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 15 | | |
| **Learning Indicator(s)** | | B4.4.1.1.1. | | |
| **Performance Indicator** | | Learners can demonstrate how to show good manners in the home,  school and community | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Being A Citizen | | |
| **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)** |
|  | Read a short story to learners.  Ask learners to answer a few questions on the story.  Call two learners at random to summarize the story. | | Revise with Learners on the  importance of observing good manners or etiquette in the home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respect for the elderly, obedience to authority, respect the Constitution of Ghana.  Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Engage learners to play the  alphabet game.  Have learners to find words for each alphabets on the topic. | | Have learners to talk about the  importance of good manners:   1. *It ensures law and order in society.* 2. *It helps everyone develop good moral life.* 3. *It encourages hardworking.* 4. *It encourages people to be patriotic etc*.   Learners think-pair-share to write essays on good deeds.  Why should I be courteous? | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 31 | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Explain authority at home, school and in the community. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Authority And Obedience | | |
| **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)** |
|  | Ask learners to finds as many  words from the puzzle below | | Through questions and answers,  let learners explain authority.  With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community.  Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.  Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.  Let learners dramatize or role- play authority at home, school and in the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| O | R | T | E | M |
| C | Z | X | L | A |
| S | H | I | P | N |
| S | N | I | O | C |
| E | L | D | E | R |
| J | K | R | P | F |
| A | Q | R | Y | U |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 26 | | |
| **Learning Indicator(s)** | | B4.4.1.1.1. | | |
| **Performance Indicator** | | Examine the Bond of 1844 | | |
| **Strand** | | Colonization and Developments under Colonial Rule in Ghana | | |
| **Sub strand** | | Establishing Colonial Rule in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Have learners to watch a  short video on the history of ghana.  Let learners talk about the video and the part that interest them most | | Learners to identify the chiefs who signed the  bond of 1844.  The bond of 1844 was signed between commander Hill and 8 fante chiefs. The chiefs who took part in the agreement are;  Kwadwo Tsibu - King of Denkyira. Kwasi Oto - Chief of Abrah.  Tsibu Kuma - Chief of Assin. Gyebi - Second Chief of Assin. Kwasi Ankra - Chief of Donadie. Ewusi - Chief of Domonassie.  Amonoo - Chief of Anumabo.  Joe Aggrey - Chief of Cape Coast. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Using questions and  answers, review learners understanding of the previous lesson.  Play games and sing songs to begin the lesson. | | With the use of the internet or pictures show  the Palaver Hall where the Bond was signed.  The bond of 1844 was signed at fomena- Adansi. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4. 2.1.1.3. | | |
| **Performance Indicator** | | Study the performing artworks created of some Ghanaian performing  artists that reflect the natural and manmade environments of some communities in Ghana | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas | | |
| **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 sing songs and  recite rhymes about work.  Learners mention some performing artworks produced in Ghana. | | Have learners to study and  explore the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists  VINOKO AKPALU  He was born in 1888 at Tsiame near Anyarko in the volta region of ghana. By the age of twenty five, Akpalu was a composer and often taught children songs at the beach. In addition to songs compositions, he also did artworks in poetry.  Akpalu was the greatest Ewe poet and lyricist who ever lived. | Learners talk about what was  interesting and made meaning to them in the lesson.  Learners retell the history of Vinoko Akpalu in groups |
|  | | Assessment: Let learners listen to and read a few of Vinoko Akpalu’s artworks |  |
|  | Learners sing songs and  recite rhymes about work. | | Discuss with learners some of his  influences he had on culture and environment with his  performances | Ask learners to write short  answers for the following questions.  1. who was Vinoko Akpalu? |
| Learners mention some performing artworks produced in Ghana. | | Let learners listen to any of the songs of Akpalu and write their own music about things happening in their community. | 1. what type of performing arts did he engage in? 2. why was Akpalu different among the people at his time? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 10 | | |
| **Learning Indicator(s)** | | B4.1.11.1.1-2 | | |
| **Performance Indicator** | | Say the time by hour, half hour and minutes  Say the names of the week and months in sequence. | | |
| **Strand** | | Oral Reading | | |
| **Sub strand** | | Presentation | | |
| **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)** |
|  | 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.  Learners sing songs and recite few rhymes to get them ready for the lesson | | Revise the lesson on telling the  time with learners.  Show a wall clock to learners. Discuss the various parts of the clock with learners (i.e. numbers, hour hand, minute hand and the second hand).  Use the clock to teach the time by hour. Place the hour and minutes hand properly on the numbers and call learners to tell the time by hour.  Use the clock to tell the time by hour, half an hour and in minutes. Let learners tell time by hour, half hour, and minutes.  Lead learners to know when to write the time with “am” and “pm”(am for morning and pm for afternoon till eleven in the night). E.g. The time is 6 o’clock. The time is 7:30am. The time is 7:12pm. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Engage learners to spell some  words, at least 5 in their workbooks.  Make sure the words are level- appropriate words.  Learners to exchange the work among themselves and mark.  Provide feedback where necessary. | | Let learners say the letters of  the alphabet.  Create a game with the names of the days in a week.  Play the game with learners in the classroom. Let learners mention the names of the week in sequence and use the names of the days of the week to form simple sentences. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Write the names of the days of  the week on the board and lead learners to mention them.  Let learners say the names of the days of the week in turns.  E.g. Sunday, Monday, Tuesday etc. |  |
|  | Engage learners to spell some  words, at least 5 in their workbooks.  Make sure the words are level- appropriate words. | Create a game with the names  of the months of the year.  Play the game with learners in the classroom. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
| Learners to exchange the work among themselves and mark.  Provide feedback where necessary. | Help learners to mention the names of the months in sequence.  Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 47 | | |
| **Learning Indicator(s)** | | B4.1.11.1.13: | | |
| **Performance Indicator** | | Learners can keep a foot-dribbled ball away from a defensive partner. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Locomotive Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies: Personal development and leadership, cooperation skills** | | | | |
|  | | | | |
| **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)** |
|  | Get out 5-10 index cards and  write the new words in the lesson on it.  Place the cards on the ground in order or scattered apart to encourage mid-size jumps  Invite learners to hop on each card by reading each card aloud. | | In pairs, foot-dribble a ball away  from partner.  Alternate the foot used in the dribble.  Learners keep balls away from partner by placing their body in between ball and partner.  Organize a mini football game for learners to exhibit the skill learnt. | End the lesson with a cool  down session.  Give learners task to complete some multiple choice questions on the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **COMPUTING** | | |
| **Reference** | | Computing curriculum Page 8 | | |
| **Learning Indicator(s)** | | B4.2.1.1.2 | | |
| **Performance Indicator** | | Show a 3-slide presentation using clipboard, slides, fonts, paragraph and  editing of the ribbons studied. | | |
| **Strand** | | Presentation | | |
| **Sub strand** | | Introduction to MS PowerPoint | | |
| **Teaching/ Learning**  **Resources** | | Images of clipboard, slides, fonts, paragraph and editing in the ribbons under  the home ribbons section | | |
| **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)** |
|  | Divide the class into two  teams.  Let each team present a player who is good in playing the Zuma game.  The first player to finish a level is the winner. Teams must present new players for each new level.  Note: chose games that improves learners mousing and keyboarding skills | | Guide learners to prepare and present a  prepared PowerPoint project to the class.  Invite them to present in groups to the whole class    *Slide 1*    *Slide 2*    *Slide 3* | Call learners to summarize  the lesson.  Give learners task to complete at home. |



**SAMPLE LESSON NOTES-WEEK 3**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 3 BASIC FOUR

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.6.3.3. B4.2.6.4.2. B4.3.5.1.4. B4.4.12.1.1. B4.5.8.1.1. B4.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can ask relevant questions to find out the opinion of others about   a given topic   1. Learners can recognize the playful use of words in spoken and written language (jokes, riddles) 2. Learners can use regular form of the simple past tense of verbs 3. Learners can use descriptive words/expressions to describe places, personal experiences and events 4. Learners can identify and use conjunctions 5. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | |
| **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 | Begin a story for one minute  and let learners finish the story on their own. | | A.**ORAL LANGUAGE**  (*Conversation.* Pg 9)  Demonstrate the activity using a familiar topic.  Example: Engage learners to discuss the causes, symptoms and prevention of covid-19.  Learners ask and answer questions for clarification about what other learners say on a given topic.  Let learners bring out other interesting topics for them to share their opinions and views on it. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Have learners draw an  invisible picture in the air and try to guess what it is | | B.**READING**  **(***Vocabulary.* Pg 25**)**  In pairs/ groups, have learners play on words in educative jokes, riddles and puns.  e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot  I am found in kitchens. I cook food. What am I? Ans. Gas cooker | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | I have leaves. You can climb me. What  am I? Ans: Tree |  |
| Wednesday | Think of a word and write  the number of letters on the board using dashes to show many letters there are.  Then, ask learners to suggest a letter.  If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man.  Continue this until learners guess the word correctly. | C.**GRAMMAR**  (*verbs.* Pg 42)  Revise main and auxiliary verbs by having learners identify them in sentences.  Introduce learners to the concept of regular verbs:  - Regular verbs form their past tense by adding “d” or “ed”  e.g. play= played, walk= walked, bake= baked  Elicit examples from learners and have them use in sentences.  - The irregular verbs form their past tense differently. They do not add “d” or “ed”.  Provide a passage having regular and irregular verbs in the present tense.  Learners rewrite the sentences in the past. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Ask the students draw six  columns on their paper and write a category at the top of each column.  You can choose categories that fit your topic.  You can include food, names, cities or countries, furniture, verbs and clothing.  Then, choose a random letter and write it on the board.  Ask students to write down a word for each category that starts with that letter. | D.**WRITING**  (*Descriptive Writing*)  Revise adjectives by having learners describe familiar people, objects and places in their environment.  Learners in their groups talk about interesting places they have visited.  Guide them to describe places of their choice using knowledge of adjectives.  Have them do peer editing and share their work with the class.  They repeat the procedure above to describe events, situations and personal experiences. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | 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! | .**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  **(***Using Conjunctions***)**  Conjunctions are words that link sentences together.  Guide learners to give examples of sentences demonstrating their knowledge of conjunctions.  e.g.  i. Ted stayed home from school because he was sick. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

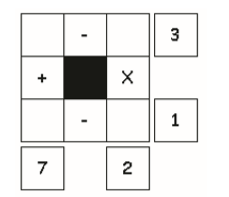
|  |  |  |  |
| --- | --- | --- | --- |
|  | Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | ii. She was going out to play but it  rained. |  |
| Guide learners in groups to join sentences using coordinating conjunctions on a topic.  e. g. A visit to an interesting tourist site. |  |
| Guide them to edit each other’s work by exchanging with other groups. |  |
| Let learners talk about the differences in their stories. |  |
| F.**EXTENSIVE READING** |  |
| Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Have learners present a-two- paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.2.5.1 B4.1.2.6.1 | | |
| **Performance Indicator** | | * Learners can divide 2-digit numbers by 1-digit number efficiently * Learners can solve multi-step word problems involving the four basic operations | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **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 | Have learners arrange the  fractions from the largest to the smallest.    Learners are to complete the work within a given time | | Guide learners to solve Division as  repeated subtraction (using the long division method).  Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend.  For example, 25 ÷ 5 = ? Learners count the number of times 5 was subtracted from 25, which is 5 times.  Hence, 𝟐𝟓 ÷ 𝟓 = 𝟓 | Give learners task to  complete while you go round the class to support those who might need extra help. |
| Tuesday | Engage learners to play the  missing number puzzle.  Use 1 to 4 to finish each equation. Multiply before you add and subtract | | Guide learners to solve Division using the  estimation of multiples of 10, 100 and others of the divisor. For Example to solve 276 ÷ 3 = ?  Learners use estimations: (they may have to use multiples of divisor to select a convenient estimate) “About how many groups of 3 can fit into 276?”  The estimation used here is 40. So 3 × 40  = 120. Subtracting 120 from 276 to get  156.  The next estimation used is 50.  So 3 × 50 = 150. Subtracting 150 from  156 to get 6.  The next estimation used is 2.  And 2 × 3 = 6. Subtracting 6 from 6 to get  0. There is nothing more to share.  To find the final answer add the estimations: 40 + 50 + 2 = 92.  Therefore 276 ÷ 3 = 92. | Give learners task to  complete while you go round the class to support those who might need extra help. |
| Wednesday | Engage learners to play the  missing number puzzle. | | Learners model mathematical statements  from a given word problem involving | Give learners task to  complete while you go |



|  |  |  |  |
| --- | --- | --- | --- |
|  | Use 1 to 4 to finish each equation.  Multiply before you add and subtract | addition and multiplication and solve using  the strategies learnt.  Use 1 to 4 to finish each equation. Multiply before you add and subtract | round the class to support  those who might need extra help. |
| Thursday | Let learners play games and  sing songs to begin the lesson.  Revise with them the previous lesson through questions and answers. | Learners model mathematical statements  from a given word problem involving division and multiplication and solve using the strategies learnt The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed | Give learners task to  complete while you go round the class to support those who might need extra help. |
| Friday | Engage learners in the  Mental math game:  Give a sequence of instructions for learners to follow while doing math in their head. | Learners role play a given word problem  involving addition and multiplication and solve.  e.g. i. A bee has 6 legs. How many legs do 8 bees have?  ii. Brad has 17 ballons. 8 ballons are red and the rest are green. How many green ballons does Brad have? | Give learners task to  complete while you go round the class to support those who might need extra help. |
|  |  | iii. Josh had 16 marbles in his collection. He lost 7 marbles. How many marbles does he have now? |  |





|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page 13 | | |
| **Learning Indicator(s)** | | B4. 5.1.1.1 | | |
| **Performance Indicator** | | Learners can know how to care for one’s self and the environment | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Sponge, soaps, tooth brushes and paste, finger nails cutter, towels,  brooms | | |
| **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)** |
|  | Review learners understanding  in the previous lesson using questions and answers | | Learners brainstorm in groups  and share ideas with the whole  class on what they do to maintain personal hygiene. | Ask learners series of  questions to review their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.). | Ask learners to summarize  what they have learnt  Give learners individual or home task |
|  | Review learners understanding  in the previous lesson using questions and answers | | Learners brainstorm in groups  and share ideas with the whole class on what they do to  maintain personal hygiene. | Ask learners series of  questions to review their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.). | Ask learners to summarize  what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 16 | | |
| **Learning Indicator(s)** | | B4.4.1.2.1. | | |
| **Performance Indicator** | | Learners can identify the characteristics of a responsible citizen | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Being A Citizen | | |
| **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)** |
|  | Read a short story to  learners.  Ask learners to answer a few questions on the story.  Call two learners at random to summarize the story. | | Discuss with learners the types of  citizens  e.g. i. Active citizen An active citizen is an individual who contributes to the well-being of his or her community.  ii. Passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community.  Learners through think-pair-share to talk about the characteristics of a responsible citizen,  e.g. i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other viewpoints. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | Engage learners to play the  alphabet game.  Have learners to find words for each alphabets on the topic. | | Learners through think-pair-share  to talk about the characteristics of a responsible citizen,  e.g. i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other viewpoints. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 31 | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Learners can explain authority at home, school and in the community. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Authority And Obedience | | |
| **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)** |
|  | Get out 5-10 index cards and  write the new words in the lesson on it.  Place the cards on the ground in order or scattered apart to encourage mid-size jumps  Invite learners to hop on each card by reading each card aloud. | | Through questions and answers,  let learners explain authority.  With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.  Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.  Let learners dramatize or role- play authority at home, school and in the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 26 | | |
| **Learning Indicator(s)** | | B4.4.1.1.1. | | |
| **Performance Indicator** | | Learners can examine the Bond of 1844 | | |
| **Strand** | | Colonization and Developments under Colonial Rule in Ghana | | |
| **Sub strand** | | Establishing Colonial Rule in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Read a short story to learners.  Ask learners to answer a few questions on the story.  Call two learners at random to summarize the story. | | Brainstorm the significance of  the Bond of 1844?   1. *It created peace by utilizing ethnic groups in the southern state of the gold coast.* 2. *It ended wicked practices such as human sacrifices and slavery in the gold coast* 3. *It brought people of gold coast under british colonial rule* 4. *The bond introduced the court system to gold coast.* | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | Engage learners to play the  alphabet game.  Have learners to find words for each alphabets on the topic. | | Revise with learners on what led  to the signing of the bond of 1844.  Learners to role play the signing of the bond between the 7 chiefs and the governor. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4 1.2.2.3 B4 1.2.3.3 | | |
| **Performance Indicator** | | Learners can create own artworks using available visual arts media and  methods to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Planning, Making and Composing | | |
| **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 to sing songs and play  games to get them ready for the lesson  Show pictures of visual artworks to learners for them to observe and talk about them | | Learners are to explore the  local environment to select available materials and tools that are good for making artworks.  Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.  Demonstrate and guide learners to make a simple clay pot | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |
|  | Learners to sing songs and play  games to get them ready for the lesson | | Allow learners to practice in  groups following the steps provided  Sort out your materials an tools needed to make the pot.  e.g. clay, rollers, scrappers, modeling tools, piercing tool, trimming tool etc.  Ensure that learners use the right methods.  e.g. pinching, coiling and the slab method.  Learners to discuss and compare their artworks to the artworks studied. | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 14 | | |
| **Learning Indicator(s)** | | B4.2.8.1.1-2 | | |
| **Performance Indicator** | | Learners can read passages about 125 to 150 words per minute and  observe punctuations | | |
| **Strand** | | Oral Reading | | |
| **Sub strand** | | Fluency | | |
| **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 the  crossword game  Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available | | Give learners short passages to  read in silently.  Call learners to read the passage in turns (correct learners where necessary).  As they read, let them observe the punctuations in the passage. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Tell learners a few jokes to get  their attention.  Call two learners to share their jokes as well | | Give learners a passage to read  (the passage should be about 125 to 150 words to be read in a minute.)  Group learners and let them play a reading game at 120 words or more per minute. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Tell learners a few jokes to get  their attention.  Call two learners to share their jokes as well | | Give learners a passage to read  (the passage should be about 125 to 150 words to be read in a minute.)  Group learners and let them play a reading game at 120 words or more per minute. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 47 | | |
| **Learning Indicator(s)** | | B4.1.12.1.14: | | |
| **Performance Indicator** | | Learners can dance to the beat of traditional music | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Manipulative Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners develop skills such as coordination, reaction time, fitness, etc. | | | | |
|  | | | | |
| **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)** |
|  | Play games and sing songs to  begin the lesson. | | Learners dance to a beat of any  traditional music.  Learners dance as individually but at their own pace. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **COMPUTING** | | |
| **Reference** | | Computing curriculum Page 8 | | |
| **Learning Indicator(s)** | | B4.2.1.1.2 | | |
| **Performance Indicator** | | Learners can show a 3-slide presentation using clipboard, slides, fonts,  paragraph and editing of the ribbons studied. | | |
| **Strand** | | Presentation | | |
| **Sub strand** | | Introduction to MS PowerPoint | | |
| **Teaching/ Learning**  **Resources** | | Images of clipboard, slides, fonts, paragraph and editing in the ribbons  under the home ribbons section | | |
| **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)** |
|  | Divide the class into two  teams.  Let each team present a player who is good in playing the Zuma game.  The first player to finish a level is the winner. Teams must present new players for each new level.  Note: chose games that improves learners mousing and keyboarding skills | | Guide learners to prepare and  present a prepared PowerPoint project to the class.  Invite them to present in groups to the whole class    *Slide 1*    *Slide 2*    *Slide 3* | Call learners to summarize  the lesson.  Give learners task to complete at home. |



**SAMPLE LESSON NOTES-WEEK 4**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 4 BASIC FOUR

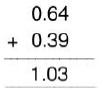
Name of School………………………………………………………………………….…………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.7.1.4. B4.2.6.4.3. B4.3.5.1.5. B4.4.13.2.2. B4.5.9.1.1. B4.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can use background knowledge to aid in understanding and   building new knowledge   1. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts 2. Learners can use the simple past form of verbs 3. Learners can use words, phrases, and clauses to clarify the relationships between claim(s) and reasons. 4. Learners can Identify subjects and verbs in simple sentences 5. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | |
| **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 | Engage learners to sing songs  and recite rhymes  **Round and Round the Garden**  Round and round the garden  Like a teddy bear. One step. Two step,  Tickle you under there. | | A.**ORAL LANGUAGE**  (*Listening Comprehension*)  Have learners listen to a narrative text.  Learners in groups identify, discuss and relate the plot of the text to a familiar text.  Have learners listen to the text a second time.  In groups, learners share what they have learnt in the text. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Engage learners to sing songs  and recite rhymes  **Sea shells**  She sells seashells by the seashore  The shells she sells are surely seashells  So if she sells shells on the seashore,  I am sure she sell seashore shells | | B.**READING**  (*Vocabulary*)  Explain to children the key elements in all writing  e.g. purpose, audience etc. These help to make the understanding of the text easy. That is, they play an integral part in the process.  Guide learners to understand each key element.  Introduce learners to a variety of texts and registers which may be used in given situations.  Have learners work in groups to write short texts on familiar topics. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

|  |  |  |  |
| --- | --- | --- | --- |
| Wednesday | Engage learners to sing songs  and recite rhymes **Ding dong bell**. 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 | C.**GRAMMAR**  (*Verbs*)  Revise the simple present tense by having learners say what they do regularly e.g. every morning.  Learners listen to a simple story in which several completed actions have occurred.  Discuss the story and have learners identify the verbs.  Learners engage in a conversion drill for practice.  Learners write simple sentences in the past tense using (both regular and irregular verbs) | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Engage learners to sing songs  and recite rhymes  **Row, Row, Row Your Boat**"  Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily,  Life is but a dream. | D.**WRITING**  (*Persuasive Writing*)  Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.  You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Engage learners to sing songs  and recite rhymes  **"If wishes were horses** If wishes were horses Beggars would ride:  If turnips were watches Would wear one by my side. And if if's and and's were pots and pans,  The tinker would never work! | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Complex Sentences*) Give learners an extract from a comprehension passage.  Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.  Let learners write an event they have participated in. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Learners edit their work to demonstrate their knowledge of subject and predicate. |  |
|  |  | F.**EXTENSIVE READING** |  |
|  | Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Have learners present a-two- paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | | | | |
| **Class** | | Four | | | | | | | | | |
| **Subject** | | **MATHEMATICS** | | | | | | | | | |
| **Reference** | | Mathematics curriculum Page 25-27 | | | | | | | | | |
| **Learning Indicator(s)** | | B4.1.4.1.1-3 | | | | | | | | | |
| **Performance Indicator** | | * Learners can describe and represent decimals concretely, pictorially, and   symbolically   * Learners can round decimals to the nearest tenth * Learners can use models to explain the result of addition and subtraction of decimals (up to hundredths) | | | | | | | | | |
| **Strand** | | Number | | | | | | | | | |
| **Sub strand** | | Decimal Fractions | | | | | | | | | |
| **Teaching/ Learning Resources** | | Paper strips, cut out cards | | | | | | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **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 songs  and recite rhymes  **Tooting tutors**  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? | | Use pictorial representations or number  line to revise tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, C, D, & E).    Use the tenth and hundredth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point “∙” after ones place in the place value chart. | | | | | | | | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  | Tenth And Hundredth Place Value  Chart | | | | | |  |
|  | Fraction | 1  s | . | 1  10 | 1  100 |
| A | 1 = 25  4 100 | 0 | . | 1 |  |
| B | 1 = 125  8 1000 | 0 | . | 2 |  |
| C | 21  2 | 0 | . | 5 |  |
| D | 33  5 | 0 | . |  |  |
| Tuesday | Engage learners to sing songs  and recite rhymes  **Sleet slitters**  I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it | | Give pupils several common fractions to  convert into tenths and hundredths and write their decimal names.  E.g. 7 2 = .  5 10  Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers.  That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark. | | | | | | | | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Rounding to the nearest hundredth means  that the rounded figure has two digits after the decimal mark |  |
| Wednesday | Engage learners to sing songs  and recite rhymes **Pease Porridge Hot** Pease porridge hot. Pease porridge cold,  Pease porridge in the pot, nine days old:  Some like it hot, some like it cold  Some like it in the pot, nine days  old. | Use a table with several decimals fractions  and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths  Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Engage learners to sing songs  and recite rhymes  **"Itsy Bitsy Spider"**  The itsy bitsy spider crawled up the water spout.  Down came the rain, and washed the spider out.  Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again" | Guide learners to use models to explain  the result of addition and subtraction of decimals  E.g. 1. To add 0.64 and 0.39, means sum    That is, since both are hundredths fractions (i.e. have 2 decimal places) we can line up the decimal points to align the place values and add as whole numbers | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | E.g. 2. To add 0.6 and 0.39, one number is in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up  the decimal points to align the place values and add as whole numbers |  |
|  |  |  |  |
| Friday | Engage learners to sing songs  and recite rhymes  "**It's Raining, It's Pouring**  It's raining: it's pouring. The old man is snoring.  He bumped his head on the top of the bed,  And couldn't get up in the morning. | Guide learners to use models to explain  the result of addition and subtraction of decimals  E.g. 1. To subtract 0.6 from 1.39, means      That is, since one number is in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up the decimal points to align the place values and subtract as whole numbers | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 13 |  |
| **Learning Indicator(s)** | | B4. 5.1.1.1 | | | | |
| **Performance Indicator** | | Learners can know how to care for one’s self and the environment | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | | | |
| **Teaching/ Learning Resources** | | Sponge, soaps, tooth brushes and paste, finger nails cutter, towels,  brooms | | | | |
| **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)** |
|  | Engage learners to sing songs  and recite rhymes  **"If wishes were horses** If wishes were horses Beggars would ride:  If turnips were watches Would wear one by my side. And if if's and and's were pots and pans,  The tinker would never work! | | Learners brainstorm in groups  and share ideas with the whole class on what they do to maintain personal hygiene.  Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.). | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Engage learners to sing songs  and recite rhymes **Hot Cross Buns** Hot cross buns! Hot cross buns!  One ha' penny. Two ha' penny. Hot cross buns!  If you have no daughters. Give them to your sons  One ha' penny, Two ha' penny. Hot Cross Buns! | | Learners brainstorm in groups  and share ideas with the whole class on what they do to maintain personal hygiene.  Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.). | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 16 | | |
| **Learning Indicator(s)** | | B4.4.1.2.1. | | |
| **Performance Indicator** | | Learners can identify the characteristics of a responsible citizen | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Being A Citizen | | |
| **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)** |
|  | Engage learners to sing songs  and recite rhymes  **"If wishes were horses** If wishes were horses Beggars would ride:  If turnips were watches Would wear one by my side. And if if's and and's were pots and pans,  The tinker would never work! | | Revise with learners through  think-pair-share to talk about the characteristics of a responsible citizen,  e.g. i. obey rules and regulations   1. diligence 2. patriotism 3. honesty 4. respect vi. hard work 5. commitment 6. listening/tolerance to other viewpoints. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Engage learners to sing songs  and recite rhymes **Hot Cross Buns** Hot cross buns!  Hot cross buns!  One ha' penny. Two ha' penny. Hot cross buns!  If you have no daughters. Give them to your sons  One ha' penny, Two ha' penny. Hot Cross Buns! | | Learners, in groups, identify the  characteristics of a good citizen.  Teacher uses case study approach to raise a variety of issues,  e.g. A pupil finds money in the classroom and keeps it instead of finding the owner.  Have learners to react and state their views on this issue | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 31 | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Learners can explain authority at home, school and in the community. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Authority And Obedience | | |
| **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)** |
|  | Get out 5-10 index cards and  write the new words in the lesson on it.  Place the cards on the ground in order or scattered apart to encourage mid-size jumps  Invite learners to hop on each card by reading each card aloud. | | Through questions and answers,  let learners explain authority.  With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.  Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.  Let learners dramatize or role- play authority at home, school and in the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 26 | | |
| **Learning Indicator(s)** | | B4.4.1.2.1 | | |
| **Performance Indicator** | | Describe how the different areas – The Colony, Asante, The Northern  Territories and The British Mandated Togoland– became one territory known as the Gold Coast | | |
| **Strand** | | Colonization and Developments under Colonial Rule in Ghana | | |
| **Sub strand** | | Establishing Colonial Rule in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Have learners to watch a  short video on the history of ghana.  Let learners talk about the video and the part that interest them most | | Brainstorm learners to define the term  colonialism and colonialism. **Colonization** is the process by which a central system of power dominates the surrounding land and its components. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | **Colonialism** is the practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it  economically. |  |
|  | | Lead discussion for learners to know practical meaning of colonialism. |  |
|  | Using questions and answers,  review learners understanding  of the previous lesson. | | Have learners to talk about the types  of colonialism | Ask learners to summarize  what they have learnt. |
| Play games and sing songs to begin the lesson. | | **Settler** colonialism involves large scale  immigration, often motivated by religious, political, or economic reasons. | Let learners say 5 words  they remember from the lesson. |
|  | | **Exploitation** colonialism involves fewer colonist and focuses on the exploitation of natural resources or population as labor. |  |
|  | | **Surrogate** colonialism involves a settlement project supported by the colonial power, in which most settlers do not come from a same ethnic group as the ruling power. |  |
|  | | **Internal** colonialism is a notion of uneven structural power between areas of a state. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4 2.2.2.3. B4 2.2.3.3 | | |
| **Performance Indicator** | | Learners can create own artworks using available performing arts  media and techniques to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Planning, Making and Composing | | |
| **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)** |
|  | Read out excerpts from  speeches made by important individuals in the country.  Let learners relate to the speeches and share ideas on such speeches | | In the previous lesson, we  learned about how Vinoko Akpalu’s drama performances and compositions reflect the lives of Ghanaians.  Guide learners to create own drama to reflect their culture .  Guide learners to choose a theme or title for their poet.  e.g. “streetism” ”coronavirus” ”healthy living ” etc.  Encourage learners in their choice of words for the poet. | Ask learners to talk about  what they enjoyed most during the lesson  Let learners tell how they are going to apply what they have learnt in real life |
|  | Engage learners to sing songs  and recite familiar rhymes. | | Recite a poem or sing a song of  Vinoko Akpalu.  Ask Learners questions as you pause often to let them guess or continue the song/poet.  Share roles to learners and have them to perform parts of the poet or song in front of the whole class  Guide learners to play their selected roles. | Learners to tell what was  interesting about the lesson Discuss the performance |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 15 | | |
| **Learning Indicator(s)** | | B4.2.9.1.1-2 | | |
| **Performance Indicator** | | Learners can select topic sentences in paragraphs and give titles to passages. | | |
| **Strand** | | Reading | | |
| **Sub strand** | | Summarizing | | |
| **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 the  story ball game | | Let learners sing a traditional  occupational song. | Learners to tell what was  interesting about the  lesson. |
| Get a beach ball, and write  words all over it.  Have learners to throw the ball to each other and whatever word their finger lands on they have to use it to make a sentence relating to the lesson | | Let learners read a number of paragraphs  from a book.  Lead learners to discuss what a topic sentence is.  Lead learners to recognize some topic sentences in the passage they have read. | Engage learners to play the phonic games. |
| Lead learners to sing a song to begin the lesson. | |  |  |
|  | Engage learners in the “Lucky  Dip game”  Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence.  E.g. “playing ”, the children are playing football. | | Let learners continue with the reading of  the passage and write down the topic sentences in each paragraph read.  Let learners compare their topic sentences in their groups.  Let learners compare their final group works to those of other groups. | Learners to tell what was  interesting about the lesson.  Have learners to read and spell the key words written on the board. |
|  | | Discuss their findings with them. |  |
|  | Teacher gets a tall list of action  words on it.  Select a student to stand at the front of the room and act out a word from your list (no speaking allowed).  The rest of the class must then guess what the student is attempting to portray.  Whoever guesses correctly can act the next word | | Read a passage to learners.  Discuss the passage with learners and let them come out with suggested titles.  Discuss their suggested titles with them and select one.  Give learners a different printed passage for them to read.  Lead learners to give a title to the passage they have read | Learners to tell what was  interesting about the lesson.  Have learners to read and spell the key words written on the board. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 47 | | |
| **Learning Indicator(s)** | | B4.1.12.1.15: | | |
| **Performance Indicator** | | Learners can perform movement skill with one hand or one foot and  compare with movement skill with two hands and two feet. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Manipulative Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies Learners develop skills such as observation, critical thinking,**  **tolerance, etc.** | | | | |
|  | | | | |
| **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 in the “Jump  Counting” game  Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens! | | Learners perform movement  skills with one hand or foot and compare with performing movement skills with two hands and two feet. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **COMPUTING** | | |
| **Reference** | | Computing curriculum Page 8 | | |
| **Learning Indicator(s)** | | B4.2.1.1.2 | | |
| **Performance Indicator** | | Show a 3-slide presentation using clipboard, slides, fonts, paragraph and  editing of the ribbons studied. | | |
| **Strand** | | Presentation | | |
| **Sub strand** | | Introduction to MS PowerPoint | | |
| **Teaching/ Learning**  **Resources** | | Images of clipboard, slides, fonts, paragraph and editing in the ribbons  under the home ribbons section | | |
| **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)** |
|  | Divide the class into two  teams.  Let each team present a player who is good in playing the Zuma game.  The first player to finish a level is the winner. Teams must present new players for each new level.  Note: chose games that improves learners mousing and keyboarding skills | | Guide learners to prepare and  present a prepared PowerPoint project to the class.  Invite them to present in groups to the whole class    *Slide 1*    *Slide 2*    *Slide 3* | Call learners to summarize  the lesson.  Give learners task to complete at home. |



**SAMPLE LESSON NOTES-WEEK 5**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 5 BASIC FOUR

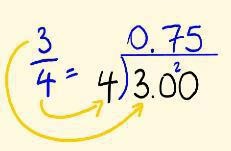
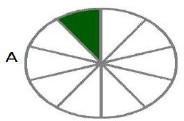
Name of School………………………………………………………………………….…………………

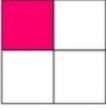
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | |
| **Class** | | Four | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | |
| **Reference** | | English Language curriculum Page | | | |
| **Learning Indicator(s)** | | B4.1.7.1.5. | | B4.2.7.2.1. B4.3.5.1.5. B4.4.13.2.3. B4.5.9.1.1. B4.6.1.1.1 | |
| **Performance Indicator** | | 1. Learners can identify the main idea/gist and details of texts 2. Learners can respond to a text with reasons 3. Learners can use the simple past form of verbs 4. Learners can establish and maintain a formal style 5. Learners can identify subjects and verbs in simple sentences 6. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | | |
| **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 | Engage learners to sing songs  and recite some familiar rhymes they know  ONE POTATO, TWO POTATOES  One potato, two potatoes, three potatoes, four | | A.**ORAL LANGUAGE**  (*Listening Comprehension*)  Have learners read short stories, newspaper cuttings.  Guide them with examples to give the gist and details of the texts. | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  | Five potatoes, six potatoes, seven potatoes, more. | | Guide learners to identify the various text contents as they retell and discuss texts read. | |  |
|  | One potato, two potatoes, three potatoes, four  Five potatoes, six potatoes, seven potatoes, more | | Assist learners to identify themes from the various texts read or discussed. e. g. love, greed, honesty, hard work, etc. | |  |
|  |  | | Have them share facts from the story with their peers. | |  |
| Tuesday | Ask children to choose any 4  letters and write them in their books/on the floor.  The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. | | B.**READING**  (*Comprehension*)  Identify and present points of view in a text.  Guide learners with questions to  discuss the text and answer a variety of questions. | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  | The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. | | They should state reasons for their points/ point of view. | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Wednesday | Engage learners to play  “Read- Cover- Write” game.  Put word cards on the table, floor or a bowl.  A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.  He then picks the card again and show it to the class.  The class checks to see if the word is correct.  The student with the correct number of words wins the game. | C.**GRAMMAR**  (*Verbs*)  Revise the simple present tense by having learners say what they do regularly e.g. every morning.  Learners listen to a simple story in which several completed actions have occurred.  Discuss the story and have learners identify the verbs.  Learners engage in a conversion drill for practice.  Learners write simple sentences in the past tense using (both regular and irregular verbs). | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Engage learners in the “What  word am I writing game”  Put learners into groups of two.  The teacher writes a word in the air.  Learners makes the letter sound and tell the teacher the sound that has been written | D.**WRITING**  (*Persuasive Writing*)  Using models, discuss the basic structure of an argumentative piece:   * Introduction; * Reasons for the stand taken; * Conclusion.   Have groups present full compositions using this structure for class discussions. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Learners stand in a big circle.  Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the first letter of their name. for example: Precious Princess, Tiny Timothy etc.  Engage learners in the  “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" | E.**WRITING CONVENTIONS**  **& GRAMMAR USAGE**  (*Using Simple and Complex Sentences*)  Give learners an extract from a comprehension passage.  Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.  Let learners write an event they have participated in.  Learners edit their work to demonstrate their knowledge of subject and predicate.  F.**EXTENSIVE READING**  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson  Have learners present a-two- paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

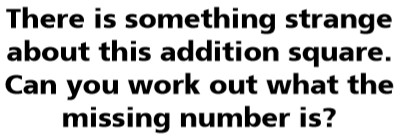
|  |  |  |  |
| --- | --- | --- | --- |
|  | when they finish. This | Ask each learner to write a-two- |  |
| prompts the next student to | paragraph summary of the book |
| pick up where the previous | read. |
| one left off. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 28-29 | | |
| **Learning Indicator(s)** | | B4.1.5.1.1-2 | | |
| **Performance Indicator** | | * Learners can model or recognize percent using concrete models * Learners can compare and order a mixture of common, decimal and percent fractions (up to hundredths) | | |
| **Strand** | | Number | | |
| **Sub strand** | | Percentages | | |
| **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 |  | | Use several pictorial representations  or number line to introduce tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, & C).  C    Use long division method to convert and write fractions as decimals in the number chart. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday |  | | Give pupils several common fractions  (including improper fractions) to convert into hundredths and write their decimal names or use long division;  e.g. | 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 |  | Guide learners to compare and order  a mixture of common, decimal and percent fractions, express them in one  form (i.e. either common, decimal or percent); e.g. to order  (i) we can express all as decimals | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  | , hence the order from least to the  largest is |  |
|  | (ii) we can also express all as percentages |  |
|  | , hence the order from least to the largest is |  |
|  |  |  |
| Thursday |  | Guide learners to compare and order  a mixture of common, decimal and percent fractions, express them in one  form (i.e. either common, decimal or percent); e.g. to order | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  | (i) we can express all as decimals |  |
|  | , hence the order from least to the  largest is |  |
|  | (ii) we can also express all as percentages |  |
|  | , hence the order from least to the largest is |  |
|  |  |  |
| Friday |  | Guide learners to compare and order  a mixture of common, decimal and percent fractions you can locate the fractions on the number and order  them. | Give learners task to  complete whiles you go round to guide those who don’t understand. |
|  |  | Give remedial learning to those who special help. |



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 13 |  |
| **Learning Indicator(s)** | | B4. 5.1.1.2 | | | | |
| **Performance Indicator** | | Describe ways of sustaining the environment through waste management | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | | | |
| **Teaching/ Learning Resources** | | Sponge, soaps, tooth brushes and paste, finger nails cutter, towels, brooms | | | | |
| **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)** |
|  | Have learners solve the brain  teasers. | | Learners watch pictures and videos  on how to sustain the environment, including separating waste. | | | Ask learners questions to  review their understanding of the lessson. |
| It likes food, but water kills it. What is it?  What’s full of holes but can still hold water? | | Engage learners in groups to mention the types of waste they produce in the home and at school,  e.g. paper, rubber, bottles, etc. | | | Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners solve the  puzzel below | | Write learners’ ideas on the board  and let them brainstorm on what will happen if the wastes they produce are not separated.  Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.  Have learners Design Litterbins to hold different forms of waste.  Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste. | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | |
| **Class** | | Four | | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | | |
| **Reference** | | OWOP curriculum | | Page 17 |  |
| **Learning Indicator(s)** | | B4.4.1.3.1. | | | |
| **Performance Indicator** | | Become committed to duties and responsibilities | | | |
| **Strand** | | Our Nation Ghana | | | |
| **Sub strand** | | Being A Citizen | | | |
| **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 solve the  puzzel below | | Guide learners to explain  commitment. | | Ask learners questions to  review their understanding of the lessson. |
|  | | A promise, agreement, or understanding you make to/with someone or something.  Learners mention the ways by which they are expected to show commitment.  For example: Show commitment to God such as praying every day and reading scriptures, helping others showing charity | | Give learners task to do whiles you go round to guide those who need help. |
|  | Group learners into three (3),  appoint a leader from each group to act as the teacher. | | Show commitment to the family  duties such as keeping room clean and taking care of pets. | | Ask learners to summarize  what they have learnt. |
| Ask them to summarize what was covered in the previous lesson.  The class is allowed to pose questions to the leaders. The group who summarizes well wins | | Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school every day. | | Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Learners can explain authority at home, school and in the community. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Authority And Obedience | | |
| **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)** |
|  | Get out 5-10 index cards and  write the new words in the lesson on it.  Place the cards on the ground in order or scattered apart to encourage mid-size jumps  Invite learners to hop on each card by reading each card aloud. | | Through questions and answers,  let learners explain authority.  With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.  Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.  Let learners dramatize or role- play authority at home, school and in the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 26 | | |
| **Learning Indicator(s)** | | B4.4.1.2.1 | | |
| **Performance Indicator** | | Learners can describe how the different territories areas became one  territory known as the Gold Coast | | |
| **Strand** | | Colonization and Developments under Colonial Rule in Ghana | | |
| **Sub strand** | | Establishing Colonial Rule in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | There are three light  switches outside of a room– labeled number one, number two, and number three. The door to the room is closed and you can’t see in. All three switches are off.  You need to figure out which switch belongs to which bulb. You can use the switches however you want to, but can only enter the room once. How do you do it? | | Learners to identify the african  countries that were colonized and their colonial masters. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | A farmer is traveling with a  fox, a goose, and a bag of beans. During his journey, he comes across a river with a boat to cross it.  The farmer can only t one thing in the boat with him at a time.  If left alone together, the fox will eat the goose or the goose will eat the beans.  How does the farmer get everything across the river safely? | | Have learners describe the role of  George Ekem Ferguson during the British colony.  *George Ferguson born on 14 July 1864 also known as Ekow Atta was a fante civil servant, surveyor and cartographer who worked in the british colony of gold coast. He was invaluable to the colonial authorities in the arbitration of tribal disputes, since he could speak fanti and Ga, allowing him to communicate with the vast majority of the southern inhabitants of the colony. He also produced a map of the colony and conducted a survey of the supply of water in Accra during his official duties*.  Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |
| --- | --- |
| **Country** | **Colonies** |
| British | Gold coast, Nigeria  South Africa, Egypt  Gambia, Kenya, Uganda |
| France | Algeria, Gabon,  Congo, Ivory coast, Guinea, Senegal |
| Germany | Cameroun, Togo |
| Italy | Libya, Ethiopia, Somali,  Eritrea |
| Portugal | Angola, Cape Verde,  Guinea, Mozambique, Madeira |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4 1.3.4.3 B4 1.3.5.3 | | |
| **Performance Indicator** | | Learners can display own artworks to share creative experiences based  on own ideas, knowledge and understanding of topical issues in Ghana | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **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 or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them. | | Art exhibition may present or  showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.  Guide learners to plan for the exhibition by:   * *fixing a date* * *selecting a venue* * *inviting an audience*   Brainstorm to agree on a theme for the exhibition (e.g. Our Environment);  Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance | Ask learners to tell the  whole class what they have learnt.  Learners tell what they will like to learn |
|  | Ask learners questions to  review learners understanding in the previous lesson. | | Decide on mode of display, e.g.  hanging, draping, spreading;  Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);  Clean and prepare the hall and its environment and make it ready for the exhibition;  Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. | Use series of questions and  answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 23 | | |
| **Learning Indicator(s)** | | B4.4.6.1.1-3 | | |
| **Performance Indicator** | | Learners can write about personal experiences of the day and edit  your writing | | |
| **Strand** | | Writing | | |
| **Sub strand** | | Informative & Academic 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 the  crossword game  Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available | | Narrate an experience you have  had in life to learners.  Let learners also narrate an experience they have had in life before.  Let learners narrate an experience they have had in the day.  Help learners to write personal experience of the day. | Learners to tell what was  interesting about the lesson.  Engage learners to play the phonic games. |
|  | Have learners play “Pick and  Read” game.  Have learners pick word cards, blend the sounds and read one syllable words. Then the two write the  word on the board. | | Let learners mention some  things in the classroom.  Let learners cut out pictures from magazines.  Let them create a picture book.  With their own picture book, help learners to write picture events. | Learners to tell what was  interesting about the lesson.  Have learners to read and spell the key words written on the board. |
|  | Put learners into groups  Write a list of items on the chalkboard by wrongly spelling them and allow students to self- correct them.  Invite one person from each group to write their answers on the board | | Give learners a topic.  Let learners write their own passage on the topic.  Let learners do peer editing of their own writings. | Learners to tell what was  interesting about the lesson.  Have learners to read and spell the key words written on the board. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 47 | | |
| **Learning Indicator(s)** | | B4.1.13.1.16: | | |
| **Performance Indicator** | | Learners can roll smoothly in a backward direction (back roll). | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Rhythmic Skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies Through practice, learners develop skills like creativity, innovation,**  **flexibility, endurance, etc** | | | | |
|  | | | | |
| **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 jog within demarcated  area with their hands stretched sideways to warm their body up.  Show pictures or videos of the skill to be learnt. | | Learners demonstrate how to  roll backwards.  Learners in pair by supporting each other to bend backwards smoothly.  Learners must be guided to avoid injuries.  Those who can roll backwards on their own, should be granted the opportunity to demonstrate to their peers. | Organize a mini game  competition to exhibit the skill learnt.  End lesson with a cool down.  Have learners to reflect on what they have learnt |

**Week Ending Class**

**Subject Reference**

### Learning Indicator(s) Performance Indicator

**Strand Sub strand**

### Teaching/ Learning Resources

Four

#### COMPUTING

Computing curriculum Page 9 B4.3.1.1.1.

Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing.

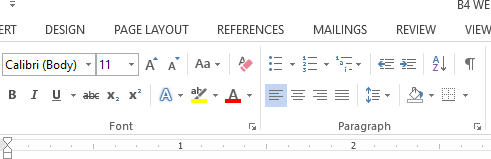
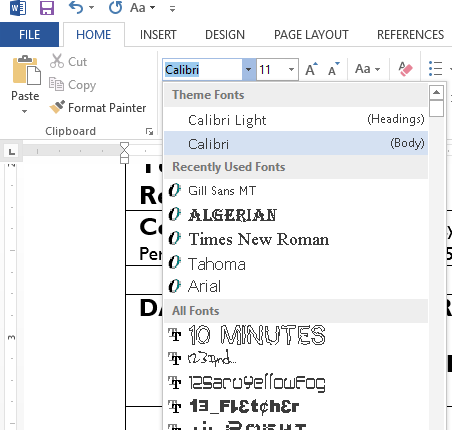
Word Processing

Introduction To Word Processing

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)

Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.

Divide the class into four teams. The teacher presents the leaders from each group a concept.

The leader then draw the concepts on the board, whilst his/her term guess what the object is.

The team who guess correctly first wins.

**PHASE 2: MAIN** *40MINS*

#### (New Learning Including Assessment)

Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.

**PHASE 3: REFLECTION** *10MINS*

#### (Learner And Teacher)

Ask learners questions to review their understanding of the lessson.

Give learners task to do whiles you go round to guide those who need help.



### SAMPLE LESSON NOTES-WEEK 6

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 6 BASIC FOUR

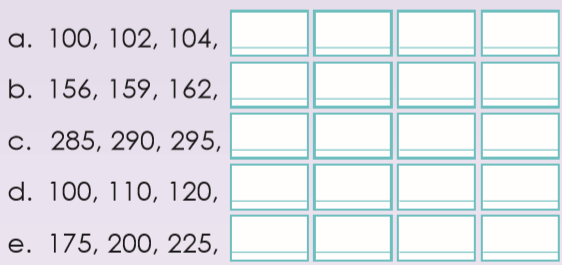
Name of School………………………………………………………………………….…………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.7.1.7. B4.2.7.2.2. B4.3.5.1.6. B4.4.13.2.4. B4.5.9.1.1. B4.6.1.1.1 | | |
| **Performance Indicator** | | 1. Learners can compare and contrast information from texts 2. Learners can make connections between a text and personal experiences/real life. 3. Learners can use the simple present form of verbs to relate past events to the present 4. Learners can provide a concluding statement that follows from argument presented 5. Learners can identify subjects and verbs in simple sentences 6. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | |
| **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 sing songs and  recite familiar rhymes  **"A Wise Old Owl"**  A wise old owl lived in an oak  The more he saw the less he spoke  The less he spoke the more he heard.  Why can't we all be like that wise old bird? | | A.**ORAL LANGUAGE**  (*Listening Comprehension*) Explain the meaning of the terms compare and contrast to learners.  Read aloud 2 stories to learners. At the end of each book, have students turn and tell a seat partner the character, then the problem, and so on.  Guide learners to compare and contrast the content of different texts read or discussed. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | B.**READING**  (*Comprehension*)  Guide learners with questions  e.g. applicative questions to connect the reading text with background knowledge.  Encourage learners to come up with their personal opinions and viewpoints. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Wednesday | 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 | | C.**GRAMMAR**  (*Verbs*)  Use the simple present form of verbs to relate past events to the present. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

|  |  |  |  |
| --- | --- | --- | --- |
| Thursday | Engage learners to sing songs  and recite familiar rhymes  I HEAR THUNDER  I hear thunder! I hear thunder! Hark don’t you, Hark don’t you?  Pitter, patter raindrops, Pitter, patter raindrops, I’m wet through  And so are you! | D.**WRITING**  (*Persuasive Writing*)  Have learners listen to a debate on a familiar topic.  Learners in groups discuss the debate.  Teach the features of a debate. Guide learners to select a debatable topic.  Divide the class into two to go through the writing process to prepare to debate the topic | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Learners stand in a big circle.  Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the first letter of their name. for example: Precious Princess, Tiny Timothy etc.  Engage learners in the  “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Complex Sentences*)  Give learners an extract from a comprehension passage.  Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.  Let learners write an event they have participated in.  Learners edit their work to demonstrate their knowledge of subject and predicate.  F.**EXTENSIVE READING**  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson  Have learners present a-two- paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 32 | | |
| **Learning Indicator(s)** | | B4.2.1.3.1-2 | | |
| **Performance Indicator** | | Learners can Identify and extend the patterns in a table or chart to solve a  given problem | | |
| **Strand** | | Algebra | | |
| **Sub strand** | | Patterns and Relationships | | |
| **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 | Have learners to complete  the table. | | Given the numerical pattern, ask  students to extend the pattern and explain how they determined the pattern and its missing elements. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Have learners to complete  the table. | | Ask students to use manipulative to  represent this pattern and describe the relationship between the chart and the concrete representations. | 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 | Have learners to complete  the multiple pattern. | | Give students two tables with patterns  that are related in some way.  Students should ﬁrst extend each one by three more numbers. Then they should explain how the two patterns are alike and how they are different. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Have learners to complete  the multiple pattern. | | Guide students to make up their own  pairs of patterns and challenge other students to discover how they are alike and how they are different. | Give learners task to  complete whiles you go round to guide those who don’t understand.    Give remedial learning to those who special help. |

|  |  |  |  |
| --- | --- | --- | --- |
| Friday | Have learners to complete  the multiple pattern. | Guide students to make up their own  pairs of patterns and challenge other students to discover how they are alike and how they are different. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page 13 | | |
| **Learning Indicator(s)** | | B4. 5.1.1.2 | | |
| **Performance Indicator** | | Learners can describe ways of sustaining the environment through  waste management | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Sponge, soaps, finger nails cutter, towels, brooms | | |
| **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)** |
|  | 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. | | Learners watch pictures and  videos on how to sustain the environment, including separating waste.  Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | 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. | | Write learners’ ideas on the  board and let them brainstorm on what will happen if the wastes they produce are not separated.  Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.  Have learners Design Litterbins to hold different forms of waste. Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 17 | | |
| **Learning Indicator(s)** | | B4.4.1.3.1. | | |
| **Performance Indicator** | | Become committed to duties and responsibilities | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Being A Citizen | | |
| **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)** |
|  | Play games and sing songs to  begin the lesson.  Ask learners questions to review learners understanding in the previous lesson. | | Revise with learners to mention  the ways by which they are expected to show commitment.  For example:   1. *Show commitment to God such as praying every day and reading scriptures, helping others showing charity.* 2. *Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school every day* | Ask learners to tell the  whole class what they have learnt.  Learners tell what they will like to learn |
|  | Play games and sing songs to  begin the lesson.  Ask learners questions to review learners understanding in the previous lesson. | | Learners role play scenarios or  engage in other activities that show the benefits for showing commitment.   1. *We show respect to God, teachers, parents and leaders.* 2. *We develop positive self-identity.* 3. *We develop good relationships etc*. | Use series of questions and  answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 31 | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Learners can explain authority at home, school and in the community. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Authority And Obedience | | |
| **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)** |
|  | Get out 5-10 index cards and  write the new words in the lesson on it.  Place the cards on the ground in order or scattered apart to encourage mid-size jumps  Invite learners to hop on each card by reading each card aloud. | | Through questions and answers,  let learners explain authority.  With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.  Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.  Let learners dramatize or role- play authority at home, school and in the community | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 27 | | |
| **Learning Indicator(s)** | | B4.4.1.2.1 | | |
| **Performance Indicator** | | Learners can describe how the different territories areas became one territory  known as the Gold Coast | | |
| **Strand** | | Colonization and Developments under Colonial Rule in Ghana | | |
| **Sub strand** | | Establishing Colonial Rule in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | 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 | | Illustrate how the Asante and the Northern  Territories became protectorates with the aid of a map.    Locate the areas classified as British Togoland on a map.  *The british Togo land also known as mandate territory of Togo land was a territory in west Africa under the administration of the united kingdom*. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | 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 | | Learners to compare the map of the Gold  Coast in 1955 and the map of Ghana, today. Discuss your observations. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

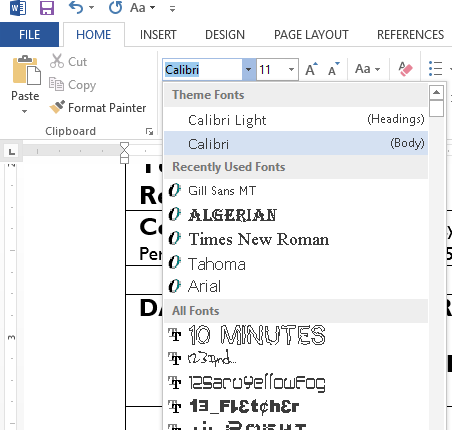
|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4 2.3.4.3 B4 2.3.5.3 | | |
| **Performance Indicator** | | Learners can perform own compositions to share creative experiences  based on own ideas, knowledge and understanding of topical issues in Ghana. | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **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. | | Plan a display of own music,  dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.  Discuss the need for performing collection of own or others music, dance and drama.  Develop a roadmap for the event (performance):  - *fixing a date*   * *selecting a venue* * *inviting an audience*. | Ask learners to tell the  whole class what they have learnt.  Learners tell what they will like to learn. |
|  | Ask learners questions to  review learners understanding in the previous lesson. | | Select and agree on a theme for  the performance;  Send manual or electronic invitations (e.g. letters, postcards, WhatsApp);  Select own or others compositions for the performance,  Plan the sequence of events, stage plan identifying the positions of all facilities.  Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting. | Use series of questions and  answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 23 | | |
| **Learning Indicator(s)** | | B4.4.7.1.1-3 | | |
| **Performance Indicator** | | Learners can compose short poems using controlled composition. | | |
| **Strand** | | Writing | | |
| **Sub strand** | | Literary 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)** |
|  | Split learners into 2 teams.  Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word | | Let learners sing a song they  know.  Discuss with learners some features of plays, prose and poems.  Through discussion, encourage learners to comprehend the process in writing poems, prose and plays. | Learners to tell what was  interesting about the lesson.  Engage learners to play the phonic games. |
|  | Have learners share what is  going on in their lives. You and your learners can talk about plans for the weekend. | | Let learners explore a rhyme  they know.  Use a controlled composition to write a short poem on the board.  Let learners explore the poem with gestures.  In groups let learners compose short poems using controlled composition. | Learners to tell what was  interesting about the lesson.  Have learners to read and spell the key words written on the board. |
|  | Split your class into small groups  of 4. Each group have to think of an acronym about what they have learned so far. The  acronym can’t be longer than the number of members in the group.  Call the groups in turns to discuss what the letters in the acronym stands for | | Let learners sing a familiar  traditional song they know.  Use a controlled composition to create a short story or play with learners.  Put them in pairs and let them create short plays and stories using controlled composition. | Learners to tell what was  interesting about the lesson.  Have learners to read and spell the key words written on the board. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 49 | | |
| **Learning Indicator(s)** | | B4.2.5.2.5: | | |
| **Performance Indicator** | | Learners can Identify the difference between dribbling a ball (with the  hand and the foot, separately) while moving forward and when changing direction. | | |
| **Strand** | | Movement Concepts, Principles And Strategies | | |
| **Sub strand** | | Strategies | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies Learners develop 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 jog within demarcated  area with their hands stretched sideways to warm their body up.  Show pictures or videos of the skill to be learnt. | | Guide learners to Identify the  difference between dribbling a ball with the hand and the foot.  Dribbling is the act of keeping the ball under the control of the player with the ball.  In dribbling without opponent, the player with the ball is under no pressure and at liberty to do whatever he/she wants to do with the ball within the rules of the game.  When dribbling with an opponent, the player with the ball is being contested for the ball and as a result has to consider the movements and actions of the opponent as well as keep the ball under control away from the opponent | Organize a mini game  competition to exhibit the skill learnt.  End lesson with a cool down.  Have learners to reflect on what they have learnt |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **COMPUTING** | | | | |
| **Reference** | | Computing curriculum Page 9 | | | | |
| **Learning Indicator(s)** | | B4.3.1.1.1. | | | | |
| **Performance Indicator** | | Learners can demonstrate how to use the clipboard, styles, fonts, paragraph  and editing. | | | | |
| **Strand** | | Word Processing | | | | |
| **Sub strand** | | Introduction To Word Processing | | | | |
| **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)** |
|  | Prepare a list of concepts, Guide learners to use clipboard, styles,  ideas or objects that relate fonts, paragraph and editing in the Home to the lesson you are about Tab of MS –Word.  to teach.  Divide the class into four teams. The teacher presents the leaders from each group a concept.  The leader then draw the concepts on the board, whilst his/her term guess what the object is.  The team who guess correctly first wins. | | | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | |  |  |



**SAMPLE LESSON NOTES-WEEK 7**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

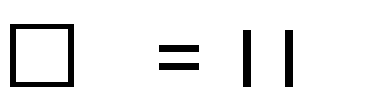
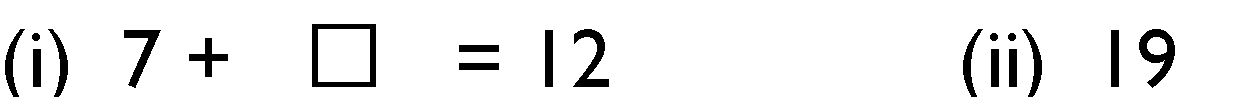
## SCHEME OF LEARNING- WEEK 7 BASIC FOUR

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | | |
| **Class** | | Four | | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | | |
| **Learning Indicator(s)** | | B4.1.9.1.2. | | B4.2.7.2.3. | B4.3.5.1.7. | B4.4.14.1.1. | | B4.5.9.1.2. | B4.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can make and respond to polite requests for help from peers 2. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) 3. Learners can use the imperative form of the verb to give commands or orders, make suggestions 4. Learners can write words giving information about family 5. Learners can construct simple sentences correctly 6. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | | | | | | |
| **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 | 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. | | A.**ORAL LANGUAGE**  (*Giving and Following Commands/ Instructions*)  Model making a request to learners.  Have learners work in groups to write three tasks they plan to do and need help with, e.g. do homework, carry the table, etc.  Learners then go around the class making requests to find classmates who are free to help them with their three tasks,  e.g. “Can you please help me do my homework this afternoon?”.  If a learner is free, they accept the request. But if s/he is not free, they decline the request. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | B.**READING**  (*Comprehension*)  Guide learners to identify the parts of a text e.g. Introduction, Body and Conclusion.  They should summarize each part and after that, make a full summary of the text. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | | |
| Wednesday | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | C.**GRAMMAR**  (*Verbs*)  Use situations to demonstrate commands. | | | | Give learners task to  complete while you go round the class to support | | |

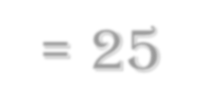
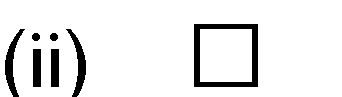
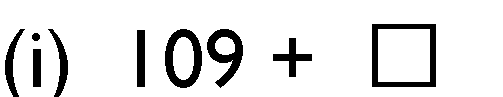
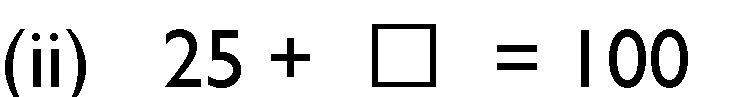
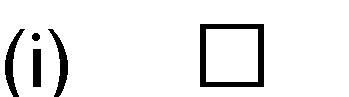
|  |  |  |  |
| --- | --- | --- | --- |
|  | Ask learners questions to  review their understanding in the previous lesson. | Provide situations for learners to give  and respond to commands in parts or groups. | those who might need extra  help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | 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. | D.**WRITING**  (*Expository/Informative Writing*)  Guide learners with a model to talk about themselves.  Through a class discussion, have individual learners say things about themselves.  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.  In groups learners research about their school and write a short history about it. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Learners stand in a big circle.  Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the first letter of their name. for example: Precious Princess, Tiny Timothy etc. | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Complex Sentences*)  Give learners an extract from a comprehension passage.  Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Let learners write an event they have participated in. |  |
|  |  | Learners edit their work to demonstrate their knowledge of subject and predicate. |  |
|  |  | F.**EXTENSIVE READING** |  |
|  | Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Have learners present a- two-paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B4.2.2.1.1-2 | | |
| **Performance Indicator** | | Learners can write a given problem as an equation in which a symbol is used  to represent an unknown number. | | |
| **Strand** | | Algebra | | |
| **Sub strand** | | Patterns and Relationships | | |
| **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 | Take learners through math  mental to solve the following. | | Ask students to explain the purpose  of the box symbol in the following equation:  15 –  Guide learners to find what the box stands for in the equation.  Guide learners to solve a given one- step equation using manipulatives.  Ask students to solve the following using a pan balance:  – | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Take learners through math  mental to solve the following. | | Provide a pictorial representation of  the following and ask students to write equations with unknowns for each situation.  Students need not solve their equations.  (i) The perimeter of a triangle is 12 cm. One side is 3 cm and another side is 4 cm. What is the length of the third side?  P= 12 cm  *x* cm  4cm  3 cm | 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 | Take learners through math  mental to solve the following. | | Provide a pictorial representation of  the following and ask students to write equations with unknowns for each situation.  Students need not solve their equations. | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



|  |  |  |  |
| --- | --- | --- | --- |
|  |  | (iii) Kojo’s age and his sister’s age add  up to 18. If Kojo is 12, how old is his sister?  Let kojo age = k sister age = S K + S = 12 if K = 12  Then 12 + S = 12 |  |
| Thursday | Take learners through math  mental to solve the following. | Provide a pictorial representation of  the following and ask students to write equations with unknowns for each situation.  Students need not solve their equations.  (ii) Mansa has three types of stickers. She has 25 stickers, 3 are Cocoa stickers and 18 are Cashew stickers. How many of the third type does she have? | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | + +? = 25 |  |
|  |  | = 3 = 18 |  |
|  |  | Then 3 + 18 + ? = 25 |  |
| Friday | Take learners through math  mental to solve the following. | Learners to describe orally, the  meaning of a given one-step equation with one unknown. E.g. 1. Ask students to solve the following equations and explain their thinking.  – 13 = 20  Guide learners to solve a given equation when the unknown is on the left or right side of the equation. E.g.  1. Ask students to solve the following using base ten materials:  = 164  – 50 = 150 | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |





|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B4.5.2.1.1 | | |
| **Performance Indicator** | | Identify causes, symptoms and prevention of measles | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Diseases | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting food-borne diseases and measles. | | |
| **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)** |
|  | 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 watch pictures, videos or  charts on causes, symptoms and prevention of measles or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on measles.  In pairs, learners answer the following questions based on the pictures and videos:   1. What causes measles? 2. What are the symptoms of measles? | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | 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. | | In pairs, learners answer the  following questions based on the pictures and videos:   1. What should be done if someone is exposed to measles? 2. What are the ways of preventing the spread of measles?   Learners develop concept maps to show the causes, symptoms and prevention of measles. Learners develop posters to talk about how they can prevent measles. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page | | |
| **Learning Indicator(s)** | | B4.4.2.1.1. | | |
| **Performance Indicator** | | Show respect and obedience to those in authority | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Authority And Power | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity. | | | | |
|  | | | | |
| **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 get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Learners identify people (can use  films and pictures) with authority and power in the community: parents,  e.g. Home: parents, grandparents uncles, aunties School: head teacher, teachers, prefects  Community: chiefs, pastors, Imams, Assembly members, police  State: President, Speaker of Parliament, Members of Parliament. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | 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. | | Learners talk about why they should  respect and obey people in authority:  e.g. to promote unity, peace and harmony, to avoid punishment.  In groups, learners talk and write about why they should obey authority.  Learners present their work for class discussion. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B4.5.2.1.1: | | |
| **Performance Indicator** | | Learners can discuss the importance of being a committed member of  the family. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Roles Relationship in the Family and Character Formation | | |
| **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)** |
|  | 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. | | Assist learners to explain who a  committed person is.  Let learners mention behaviors that show that a person is committed.  Ask learners to describe a committed family member. A person who:   * *takes part in family activities,* * *is obedient to elders of the family,* * *respects other family members,* * *accepts responsibility (performing assigned duties),* * *takes initiatives, - helps needy relatives, etc.* | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

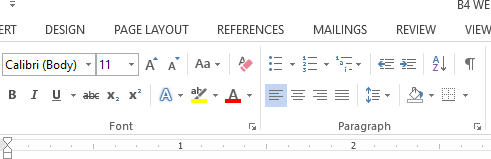
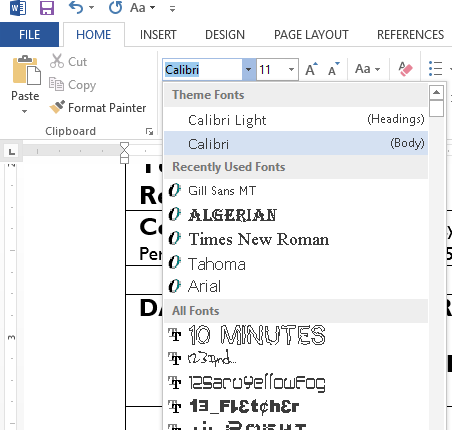
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | |
| **Class** | | Four | | | | | | |
| **Subject** | | **HISTORY** | | | | | | |
| **Reference** | | History curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B4.6.1.1.1. | | | | | | |
| **Performance Indicator** | | Learners can explore the limitations on Ghana’s independence. | | | | | | |
| **Strand** | | Independent Ghana | | | | | | |
| **Sub strand** | | The Republics | | | | | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | 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 | | Brainstorm from learners the  definition of the term Republic?  *Republics are the period when the country was ruled by democratically elected presidents. They ruled the country using a constitution*.  With the aid of pictures and charts, describe the process leading to the emergence of the first Republic. e.g. drawing of a new constitution, referendum, general elections of 1992 etc. | | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | 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 to search the internet  for the leader of Ghana’s first Republic.  Let’s take a look at the first three republics. | | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | **REPUBLIC** | **NAME OF**  **PRESIDENT** | **DATE** |  |
| 1st Republic | Kwame  Nkrumah | 1960-  1966 |
| 2nd Republic | Kofi Abrefi  Busia | 1969-  1972 |
| 3rd Republic | Dr. Hilla  Limann | 1979-  1981 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4 1.4.6.3 B4 1.4.7.3 | | |
| **Performance Indicator** | | Learners can develop guidelines for appraising and appreciating own and  others’ visual artworks that reflect topical issues in Ghana. | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Appreciating and Appraising | | |
| **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)** |
|  | 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 | | 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: *this stage involves describing what the work is made of, size of the work and materials used.* * The subject matter: *this stage talks about the meaning of the work.* * Appraisal: *this stage talks of the use of the artwork.* * Experience to share: *this stage talks about the design process* | 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  Show pictures or videos to learners on the process of producing kente. | | Using the steps in appreciating and  appraisal, guide learners to write a note on a previous artwork produced or performed in class.  E.g. an artwork produced by Cheri    Samba.   * Description of the work: *the artwork is a painting made with different color combination.* * The subject matter: *the painting is said to emphasize on poverty, stupidity about his culture, corruption etc.* * Appraisal: *it can be used as posters for decoration.* * Experience to share: *talk about how the painting is done* | 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** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.4.8.1.1-3 | | |
| **Performance Indicator** | | Learners can discuss write informal letters using controlled  composition. | | |
| **Strand** | | Composition Writing | | |
| **Sub strand** | | Letter 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 words on th board and  cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Discuss with learners what an  informal letter is.  Discuss with learners the process of writing a good informal letter.  Let them comprehend the process in writing good informal letters.  Discuss features of informal letters. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Write an informal letter on the  board and lead learners to discuss it.  Let learners read the letter as a group and then individually.  Using the letter on the board as a guide let learners write an informal letter. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Draw or print pictures of  vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them. | | Let learners say the letters of  the alphabet.  Give learners a topic and let them write an informal letter on the topic in groups.  Let the groups present their essays to the class.  Let learners write an informal letter on their own. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B4.3.4.3.4: | | |
| **Performance Indicator** | | Learners can perform groin flexibility | | |
| **Strand** | | Physical Fitness | | |
| **Sub strand** | | Flexibility | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Learners in pairs facing each  other, the one working uses the other as a support with one hand while standing on one foot.  Learner flexes the free leg and use the other hand to the ankle and pull it backward.  Learners can also do the exercise using a wall or any firm support.  Give learners corrective feedback as they practice for improvement. End the lesson with cool down. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

#### Week Ending Class



**Subject Reference**

#### Learning Indicator(s) Performance Indicator

**Strand Sub strand**

#### Teaching/ Learning Resources

Four

#### COMPUTING

Computing curriculum Page B4.3.1.1.1.

Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing.

Word Processing

Introduction To Word Processing

Images of clipboard, styles, fonts, paragraph and editing in the Home Tab of MS – Word

**Core Competencies:** Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship.

**DAYS**

**PHASE 1: STARTER** *10 MINS*

**(Preparing The Brain For Learning)**

Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.

Divide the class into four teams. The teacher presents the leaders from each group a concept.

The leader then draw the concepts on the board, whilst his/her term guess what the object is.

The team who guess correctly first wins.

**PHASE 2: MAIN** *40MINS*

**(New Learning Including Assessment)**

Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.

**PHASE 3: REFLECTION** *10MINS*

**(Learner And Teacher)**

Ask learners questions to review their understanding of the lessson.

Give learners task to do whiles you go round to guide those who need help.



**SAMPLE LESSON NOTES-WEEK 8**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

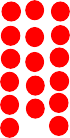
**SCHEME OF LEARNING- WEEK 8 BASIC FOUR**

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | | |
| **Class** | | Four | | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | | |
| **Learning Indicator(s)** | | B4.1.10.1.1-3. | | B4.2.7.3.1. | B4.4.14.2.1. | B4.3.6.1.2. | | B4.5.9.1.2. | B4.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can demonstrate awareness of the features of spoken language 2. Learners can determine the contextual meaning of words and phrases. 3. Learners can write picture events about personal experiences and make Radio/TV presentations 4. Learners can use adverbs of time to modify verbs. 5. Learners can construct simple sentences correctly. 6. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read | | | | | | | |
| **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 sing songs and  recite familiar rhymes  Peter Piper  Peter Piper picked a peck of pickled peppers  A peck of pickled peppers Peter Piper picked;  If Peter Piper picked a peck of pickled pepper s.  Where's the peck of pickled peppers Peter Piper picked? | | A.**ORAL LANGUAGE**  (*Presentation*)  Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures  Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.  Read the same story or text aloud with poor pace, stress and intonation. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | | |
|  |  | | Put learners into groups to analyze the types of reading and identify which one conveys meaning and why. | | | |  | | |
|  |  | | Have learners practice reading the story with good pace, stress and intonation. | | | |  | | |
| Tuesday | 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. | | B.**READING**  (*Comprehension*)  Phrases have their meaning different from the individual words.  Guide learners to make the right meaning using the text to get the contextual meaning. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | | |
| Wednesday | learners sing songs and  recite familiar rhymes  **"Ten In The Bed"** There were ten in the bed And the little one said, | | C.**GRAMMAR**  (*Adverbs*)  Some adverbs answers the question “where?” They are called adverbs of place. | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | | |

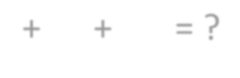
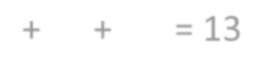
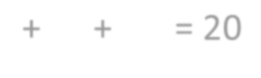
|  |  |  |  |
| --- | --- | --- | --- |
|  | "Roll over! Roll over!"  So they all rolled over and one fell out | Present adverbs of place in context.  E.g. *i. It’s very sunny but cold outside.*   1. *The boys are playing upstairs.* 2. *That’s our ball there* | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Gather 20 objects that can  be found in the classroom and lay them all out on the desk. | D.**WRITING**  (*Informative Writing*)  Let learners watch TV news at home and write their own news from the pictures  they see. | Give learners task to  complete while you go round the class to support those who might need  extra help. |
|  | Show them all to the students and then cover everything with a blanket or a sheet after one minute. | Put learners into groups. Let them brainstorm and write activities of the day. | Have learners to read and spell some of the keywords in the lesson |
|  | Ask the students to write down as many items they remember on a piece of paper.  Write a list of the items on the chalkboard and allow students to self-correct. | Let each group choose an interesting event and write the news to broadcast to the class.  Let each group choose one person to present the news.  Help learners to organize a radio or TV talk show. |  |
| Friday | Engage learners to play the  “Tapping Out” Game.  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.  Use fingers to demonstrate blending. | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Complex Sentences*) Learners construct simple sentences.  Write some of the sentences on the board to guide the discussions on subjects and verbs.  Show a large poster of people doing various activities.  Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | The groups edit and publish the work. Each member keeps a copy. |  |
|  | Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the  next student to pick up where the previous one left off. | F.**EXTENSIVE READING**  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Have learners present a- two-paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B4.2.2.2.4-7 | | |
| **Performance Indicator** | | Learners can identify the unknown in a problem, represent the problem with  an equation, and solve the problem concretely, pictorially or symbolically. | | |
| **Strand** | | Algebra | | |
| **Sub strand** | | Unknown Expression And Equations | | |
| **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 | Can you work out what  number will be at the top of the pyramid? | | Learners use concrete materials, such as  blocks or counters and the balance scales, to find the value of p in the following equations.  For example: 3 + p =11 | Give learners task to  complete whiles you go round to guide those who don’t understand. |
|  |  | | 3 + p 11 | Give remedial learning to those who special help. |
|  |  | | With this example, we have to make both sides of the scale equal. Hence, 8 should be added to 3 to make 11.  Therefore p = 8 |  |
|  |  | | Assessment: Have learners to practice with more examples |  |
| Tuesday | Can you make a pyramid with  100 at the top? | | Learners use concrete materials, such as  blocks or counters and the balance scales, to find the value of p in the following equations.  For example: p + 5 = 17  This cup Use  represents counters for the the other  unknown numbers  p + 5 = 17  Assessment: Have 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 | Can you put the digits 1 to 9  in a square so that every row, column and diagonal add to 15? | Guide learners to model the use of  guesses to find the value of unknown numbers in equations.  Learners by observing patterns in their results, become more systematic in the guesses they make.  For example:  + + = 30  + + = 20  + + = 13  + + = ?  Assessment: Draw more patterns for learners to practice with. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Can you put the numbers 1 to  7 in each circle so that the total of every line is 12? | Ask students to describe two different  stories that the equation 5 + k = 9 could represent.  First story: A book has 9 pages. Niko has 5 pages left to read. How many pages has he read?  Second story: The sum of a number k and 5 is equal to 9. What is the number?  Assessment: Give learners more equations for them make up more stories from them. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Can you put the digits 1 to 11  in the circles do that every line has the same total? | Ask learners to solve puzzle in the  figure, by solving the equations in each line.  Example 1:    Example 2: | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |





|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B4.5.2.1.1 | | |
| **Performance Indicator** | | Identify causes, symptoms and prevention of measles | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Diseases | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting food-borne diseases and measles. | | |
| **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)** |
|  | 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 watch pictures, videos  or charts on causes, symptoms and prevention of measles or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on measles.  In pairs, learners answer the following questions based on the pictures and videos:   1. What causes measles? 2. What are the symptoms of measles? | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | 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. | | In pairs, learners answer the  following questions based on the pictures and videos:   1. What should be done if someone is exposed to measles? 2. What are the ways of preventing the spread of measles?   Learners develop concept maps to show the causes, symptoms and prevention of measles.  Learners develop posters to talk about how they can prevent measles. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page | | |
| **Learning Indicator(s)** | | B4.4.3.1.1. | | |
| **Performance Indicator** | | Learners can Identify ways to use water responsibly | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Responsible Use Of Resources | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity. | | | | |
|  | | | | |
| **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 get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Using pictures/videos, learners  discuss ways to use water responsibly  e.g. close the tap after fetching water, do not use treated water for watering plants  Learners compose songs and play games on how to use water responsibly | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | 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. | | Learners draw people using water  responsibly.  Learners form clubs to serve as ambassadors for responsible use of water. | Ask learners questions to  review their understanding of the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B4.5.2.1.1: | | |
| **Performance Indicator** | | Discuss the importance of being a committed member of the family. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Roles Relationship in the Family and Character Formation | | |
| **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)** |
|  | 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. | | Assist learners to explain who a  committed person is.  Let learners mention behaviors that show that a person is committed.  Ask learners to describe a committed family member. A person who:   * *takes part in family activities,* * *is obedient to elders of the family,* * *respects other family members,* * *accepts responsibility (performing assigned duties),* * *takes initiatives, - helps needy relatives, etc.* | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B4.6.1.1.1. | | |
| **Performance Indicator** | | Learners can explore the limitations on Ghana’s independence. | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Engage learners to sing songs  and play games to get them ready for lesson. | | Discuss with learners the limitations on  Ghana’s independence up to June 1960 | Use questions to review  learners understanding of the lesson. |
| Use questions and answers to review learners understanding in the previous lesson. | | *Before Ghana gained her independence in*  *1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor-general of ghana..* | Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | | Learners to use the internet identify the positions controlled by British officials up to June 1960. |  |
|  | Engage learners to sing songs  and play games to get them ready for lesson. | | Discuss with learners the limitations on  Ghana’s independence up to June 1960 | Use questions to review  learners understanding of the lesson. |
| Use questions and answers to review learners understanding in the previous lesson. | | *A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country’s status from a*  *constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.*  Learners to use the internet identify the positions controlled by British officials up to June 1960. | Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |

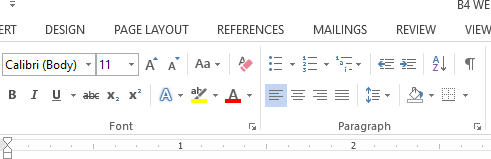
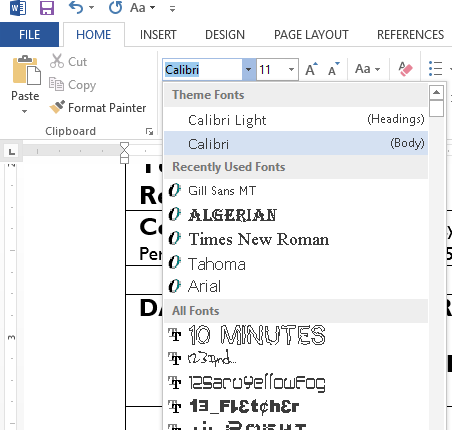
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | |
| **Class** | | Four | | | |
| **Subject** | | **CREATIVE ARTS** | | | |
| **Reference** | | Creative Arts curriculum Page | | | |
| **Learning Indicator(s)** | | B4 2.4.6.3 | | B4 2.4.7.3 |  |
| **Performance Indicator** | | Learners can develop guidelines for appraising and appreciating own and  others’ performing artworks that reflect topical issues in Ghana | | | |
| **Strand** | | Performing Arts | | | |
| **Sub strand** | | Appreciating and Appraising  (Performing 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)** |
|  | Use questions and answers  to review the previous lesson with learners. | | The easiest way to understand and  appreciate a performance is to develop  a relevance and appropriate criteria or checklist. | | Use questions to review  learners understanding of the lesson. |
| Engage learners to play  games and sing songs to begin the lesson | | Guide learners to create a checklist or criteria for appreciating and appraising a performance;   * Creative process * Subject matter * Selection and use of instruments and elements * Styles and techniques * Originality or creativity * Use of space * Selection and use of costumes * Symbolism and cultural relevance * Aesthetic qualities * suitability | | Ask learners to tell the class  what they have learnt.  Call learners to summarize the main points of the lesson. |
|  | Have learners share  stories about kweku Ananse | | Lead a discussion to explain the criteria  with learners.  Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. Kweku Ananse  and the Wisdom Pot. | | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt. |
|  | | Put learners into groups and share roles or allow learners to pick up roles for themselves.  Invite each group to perform the drama as others observe. | | Call learners to summarize  the main points of the lesson. |
|  | | Set up a three member judge to use the checklist or criteria to appraise the performance of each group. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B4.5.5.1.1-3 | | |
| **Performance Indicator** | | Learners can recognize and use postpositions in sentences. | | |
| **Strand** | | Writing Convention And Grammar Usage | | |
| **Sub strand** | | Integrating Grammar In Written Language (Use of postpositions) | | |
| **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)** |
|  | Put learners into groups.  Have learners fine words for each of the alphabets letters on the topic.  The group with the most words wins. | | Let learners explore a poem.  Illustrate by putting an object above, below, etc. for learners to discuss where the object is.  Use postpositions to write phrases and sentences.  Guide learners to read the phrases and sentences as a group.  Guide learners to explore the use of other postpositions such as below and under in sentences. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Use postpositions to write  phrases and sentences on the board.  Let learners read the sentences as a group and in pairs.  Let learners recognize postpositions in sentences.  Let learners form sentences using the postpositions. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes  **Sea shells**  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 | | Write phrases and sentences  leaving out the postpositions.  Let learners fill them with the correct postpositions.  Help learners to demonstrate the use of postpositions such as below and under in context.  Let learners form sentences using the postpositions discussed. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B4.3.5.3.5: | | |
| **Performance Indicator** | | Learners can Identify the three body types | | |
| **Strand** | | Physical Fitness | | |
| **Sub strand** | | Endurance | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **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 sing songs  and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson. | | Learners to identify the three body  types as endomorph, mesomorph and ectomorph.    Ectomorphs(slim Body) are thin people usually with smaller bone structures and thinner limbs.  Mesomorphs (medium body) have a medium sized bone structure and athletic body.  Endomorphs(big body) have large bone structure with a higher total body mass and fat mass.  They are naturally less active. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home |



#### Week Ending Class



**Subject Reference**

#### Learning Indicator(s) Performance Indicator

**Strand Sub strand**

#### Teaching/ Learning Resources

Four

#### COMPUTING

Computing curriculum Page B4.3.1.1.1.

Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing.

Word Processing

Introduction To Word Processing

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)**

Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.

Divide the class into four teams. The teacher presents the leaders from each group a concept.

The leader then draw the concepts on the board, whilst his/her term guess what the object is.

The team who guess correctly first wins.

**PHASE 2: MAIN** *40MINS*

**(New Learning Including Assessment)**

Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.

**PHASE 3: REFLECTION** *10MINS*

**(Learner And Teacher)**

Ask learners questions to review their understanding of the lessson.

Give learners task to do whiles you go round to guide those who need help.



**SAMPLE LESSON NOTES-WEEK 9**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 9 BASIC FOUR

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | |
| **Class** | | Four | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | |
| **Reference** | | English Language curriculum Page | | | | | |
| **Learning Indicator(s)** | | B4.1.10.2.1. | | B4.2.8.1.3. B4.3.7.1.1. | B4.3.6.1.2. | B4.5.9.1.2. | B4.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can speak clearly and fluently, using the appropriate voice   qualities (pace, tone etc.)   1. Learners can answer questions based on the passage read 2. Learners can use idiomatic expressions appropriately in communication 3. Learners can use adverbs of time to modify verbs. 4. Learners can construct simple sentences correctly. 5. Learners can read a variety of age-and level appropriate books and present a-two-paragraph summary of each book read | | | | | |
| **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 sing songs and  recite familiar rhymes  Peter Piper  Peter Piper picked a peck of pickled peppers  A peck of pickled peppers Peter Piper picked;  If Peter Piper picked a peck of pickled pepper s.  Where's the peck of pickled peppers Peter Piper picked? | | A.**ORAL LANGUAGE**  (*Presentation*)  Model a speech: choose a familiar topic and make a short speech on it.  Guide learners to discuss the speech.  Have learners practice in groups to select topics and make short speeches on them. Encourage them to speak clearly and fluently using the appropriate voice qualities. | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Provide varied texts and guide learners to read them clearly at a good pace and with good expression. The texts can be in the form of poems/rhyme, etc. | | |  | |
| Tuesday | 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. | | B.**READING**  (*silent reading*)  Precede questions with silent reading of the text.  In asking questions, follow the steps below: − Pose the question. − Give learners time to reflect. − Call a learner to answer the question. | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found. | | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Ask different types of levels of questions. |  |
| Wednesday | learners 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 | C.**GRAMMAR**  (*Idiomatic Expressions*) Present examples of idiomatic expressions in context.  Discuss each with learners to bring out its meaning.  Have learners use the expressions they have learnt in sentences guided with further examples. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Put learners into groups to determine the meaning of given idiomatic expressions in context. |  |
| Thursday | Gather 20 objects that can  be found in the classroom and lay them all out on the desk. | D.**WRITING**  (*Informative Writing*)  Let learners watch TV news at home and write their own news from the  pictures they see. | Give learners task to  complete while you go round the class to support those who might need  extra help. |
|  | Show them all to the students and then cover everything with a blanket or a sheet after one minute. | Put learners into groups. Let them brainstorm and write activities of the day. | Have learners to read and spell some of the keywords in the lesson |
|  | Ask the students to write down as many items they remember on a piece of paper.  Write a list of the items on the chalkboard and allow students to self-correct. | Let each group choose an interesting event and write the news to broadcast to the class.  Let each group choose one person to present the news.  Help learners to organize a radio or TV talk show. |  |
| Friday | Engage learners to play the  “Tapping Out” Game.  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.  Use fingers to demonstrate blending. | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple and Complex Sentences*) Learners construct simple sentences.  Write some of the sentences on the board to guide the discussions on subjects and verbs.  Show a large poster of people doing various activities.  Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | The groups edit and publish the work. Each member keeps a copy. |  |
|  |  | F.**EXTENSIVE READING** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Engage learners in the “popcorn  reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the  next student to pick up where the previous one left off. | Guide learners to choose and read  independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Have learners present a- two-paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | |
| **Class** | | Four | | | |
| **Subject** | | **MATHEMATICS** | | | |
| **Reference** | | Mathematics curriculum Page 44-45 | | | |
| **Learning Indicator(s)** | | B4.3.3.1.4 | | B4.3.3.2.1-3 |  |
| **Performance Indicator** | | * Learners can construct different rectangles for a given perimeter (cm, m)   to demonstrate that many shapes are possible for a perimeter.   * Learners can recognize that area is measured in square units. | | | |
| **Strand** | | Geometry And Measurement | | | |
| **Sub strand** | | Measurement- (Perimeter and Area) | | | |
| **Teaching/ Learning Resources** | | Ruler, rope, meter rule | | | |
| **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  complete the pattern. Which shape comes next? Draw it | | Guide learners to construct different  rectangles for a given perimeter  Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter.  Possible combinations may include;  12cm 10cm  6cm 6cm 8cm 8cm 12cm 10cm  14cm  4cm 4cm  14cm  Assessment: Let learners 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. |
| Tuesday | Have learners to match the  shapes. | | Pupils to explore the area of their  exercise books. i.e. ask pupils to cut 1cm by 1cm square sheets and tack them on the back of their exercise books until it is covered entirely. Then, count the number of the sheets to obtain the area  Pupils to explore the area of graph sheet. Ask pupils to calculate the area of one of the squares on the graph sheet. Then, count the number of squares on the graph sheet to obtain the area of the entire sheet | | 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 draw the  circles and shade any three. | | Using floor tiles, ask pupils to measure the  area of one of the tiles, then multiply it by the number of tiles to obtain the area of the entire room. | | Give learners task to  complete whiles you go round to guide those who don’t understand. |
|  |  | | Help pupils to come out with the understanding that the area of a figure is | | Give remedial learning to those who special help. |



|  |  |  |  |
| --- | --- | --- | --- |
|  |  | the number of squares required to cover  it completely. |  |
| Thursday | Engage learners to count  the dots and write each number beside | Let pupils explore the area of smaller  objects say their exercise books. Then explore the area of larger objects say the entire classroom and compare the results for the two activities.  Ask pupils to tell which unit (cm2 or m2) they will use for which activity and why? | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Engage leaners to sing the  song  WE CAN COUNT  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. | Let pupils estimate the area of items in the  classroom. Then measure the actual area and compare with their estimates.  Pupils to measure the area of say their exercise books. With that as a reference point, ask them to estimate the area of the teacher’s table. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 14 |  |
| **Learning Indicator(s)** | | B4.5.2.1.2. | | | | |
| **Performance Indicator** | | Demonstrate understanding of the causes, symptoms and prevention of  food-borne diseases | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Diseases | | | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting food-borne diseases and measles. | | | | |
| **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)** |
|  | Teacher writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Learners watch pictures and  videos on causes, symptoms and prevention of food borne diseases.  Invite a health personnel, SHEP coordinator or personnel from the Food and Drugs Authority (FDA) to give a talk on food- borne diseases. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition | | In pairs, let learners respond to  the following questions:   1. What causes food-borne diseases? 2. What are the symptoms of food-borne diseases? 3. What should be done if someone contracts a food- borne disease? | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 20 | | |
| **Learning Indicator(s)** | | B4.4.4.1.1. | | |
| **Performance Indicator** | | Prepare nursery beds nurse seeds, transplant seedlings and maintain  small gardens | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Farming In Ghana | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity. | | | | |
|  | | | | |
| **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)** |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Learners talk about the  importance of gardening.  Learners undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about different vegetables farmers in Ghana grow. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition. | | Learners undertake practical  activities in the home or school that will teach them how to prepare healthy soil for nursing seeds and prepare seedbeds, how to nurse and transplant seedlings, and how to care for small gardens of eggs, pepper, onion, cabbage, lettuce, okra, etc. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 32 | | |
| **Learning Indicator(s)** | | B4.5.2.1.1: | | |
| **Performance Indicator** | | Discuss the importance of being a committed member of the family. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Roles Relationship in the Family and Character Formation | | |
| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Assist learners to explain who a  committed person is.  Let learners mention behaviors that show that a person is committed.  Ask learners to describe a committed family member. A person who:   * *takes part in family activities,* * *is obedient to elders of the family,* * *respects other family members,* * *accepts responsibility (performing assigned duties),* * *takes initiatives, - helps needy relatives, etc.* | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

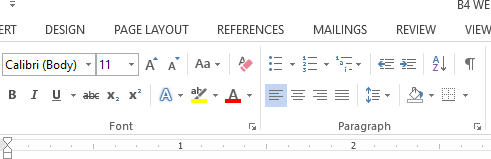
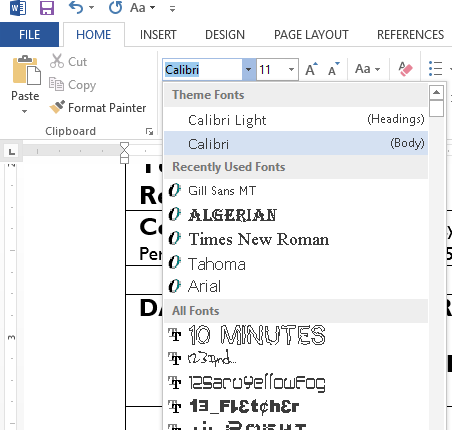
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 28 | | |
| **Learning Indicator(s)** | | B4.6.1.1.1. | | |
| **Performance Indicator** | | Learners can explore the limitations on Ghana’s independence. | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Put students into pairs and hand  out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Discuss with learners the  limitations on Ghana’s independence up to June 1960  *Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor-general of ghana..*  Learners to use the internet identify the positions controlled by British officials up to June 1960. | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | 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 | | Discuss with learners the  limitations on Ghana’s independence up to June 1960  *A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country’s status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.*  Learners to use the internet identify the positions controlled by British officials up to June 1960. | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.1.1 B4.2.1.1 | | |
| **Performance Indicator** | | Learners can create their own artworks by studying the visual artworks  created by some selected Ghanaians | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas | | |
| **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 to sing songs and  play games to get them ready for the lesson  Show pictures of visual artworks to learners for them to observe and talk about them | | In our last visual arts lesson, we  learnt how to create a simple mosaic using materials in the local community.  Learners gather materials and tools available in their community based on artworks they wish to create.  Example: how to make a mosaic.  Demonstrate and guide learners to make a simple mosaic.  Allow learners to practice in groups following the steps provided  Learners to discuss and compare their artworks to the artworks studied. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Using questions and answers,  review learners understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson. | | In our last performing arts lesson,  we learnt how to create our own dance moves.  Guide learners to pick a piece of music for the dance.  e.g. a circular music, gospel music, etc.  Guide learners to determine the style and plan the dance.  Show learners a video or pictures of the dance you want to teach.  Demonstrate the dance moves to learners as they observe.  Have learners practice the moves in a formation dance | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 29 | | |
| **Learning Indicator(s)** | | B4.5.6.1.1-3 | | |
| **Performance Indicator** | | Learners can form compound sentences from simple sentences. | | |
| **Strand** | | Writing Convention And Grammar Usage | | |
| **Sub strand** | | Use of simple and compound sentences | | |
| **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)** |
|  | Put learners into groups.  Have learners fine words for each of the alphabets letters  on the topic. | | Let learners form simple sentences. Let  them read the sentences as a group.  Use simple sentences to form compound sentences on the board. | Ask learners questions to  review their understanding of the lessson. |
| The group with the most words wins. | | In groups, let learners form compound sentences from simple sentences. | Give learners task to do  whiles you go round to  guide those who need help. |
|  | | Let learners present their sentences to  the class. |  |
|  | Engage learners to sing songs  and recite rhymes. | | Let learners form simple sentences and  read them to the class. | Ask learners to  summarize what they  have learnt. |
| Itsy Bitsy Spider  The itsy bitsy spider crawled up the water spout.  Down came the rain, and washed the spider out.  Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again" | | Discuss conjunctions with learners.  Write some conjunctions on the board and lead learners to say them.  Use different types of conjunctions to form sentences.  Let learners form sentences using the conjunctions. Let learners understand different types of conjunctions in writing. | Let learners say 5 words they remember from the lesson. |
|  | Have learners play games  and recite familiar rhymes to begin the lesson | | Use different types of conjunctions to  form sentences. | Ask learners to  summarize what they have learnt. |
| Using questions and answers, review their understanding of the previous lesson. | | In pairs, let learners form compound sentences with conjunctions and read their sentences to the class | Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 53 | | |
| **Learning Indicator(s)** | | B4.4.4.4.5 | | |
| **Performance Indicator** | | Classify PE equipment under safe and unsafe. | | |
| **Strand** | | Physical Fitness Concepts, Principles And Strategies | | |
| **Sub strand** | | Safety And Injuries | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **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)** |
|  | The teacher brings a bag into  the classroom that contains an object that has a connection to the lesson.  Then it is passed around and learners try to determine what is in the bag just by feeling it.  The student who guess right wins, and hence introduce the lesson. | | Assemble a variety of sports  equipment, both old and new for learners to classify them into safe and unsafe.    Learners to draw and color their favorite sports equipment. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help.  Ask learners to summarize what they have learnt. |

#### Week Ending Class



**Subject Reference**

#### Learning Indicator(s) Performance Indicator Strand

**Sub strand**

#### Teaching/ Learning Resources

Four

#### COMPUTING

Computing curriculum Page

B4.3.1.1.2.

Illustrate the use of the clip board, styles, fonts, paragraph and editing. Word Processing

Introduction To Word Processing

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)**

Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.

Divide the class into four teams. The teacher presents the leaders from each group a concept.

The leader then draw the concepts on the board, whilst his/her term guess what the object is.

The team who guess correctly first wins.

**PHASE 2: MAIN** *40MINS*

**(New Learning Including Assessment)**

Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document.

**PHASE 3: REFLECTION**

*10MINS*

**(Learner And Teacher)**

Ask learners questions to review their understanding of the lessson.

Give learners task to do whiles you go round to guide those who need help.



**SAMPLE LESSON NOTES-WEEK 10**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 10 BASIC FOUR

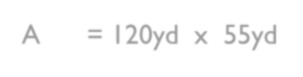
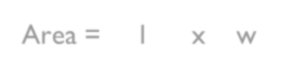
Name of School………………………………………………………………………….…………………

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | |
| **Class** | | Four | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B4.1.10.3.1-3 | | B4.2.9.1.1. | B4.3.8.1.1. | B4.4.15.1.1. | | B4.5.10.1.1. |
| **Performance Indicator** | | 1. Learners can gather and select facts and ideas from one or multiple print   and/ or non-print sources   1. Learners can read grade- level texts at good pace, with accuracy and expression 2. Learners can identify and use simple conjunctions 3. Learners can write to friends about personal experiences using appropriate letter formats 4. Learners can use invented spelling to increase fluency and free writing 5. Learners can read a variety of age-and level appropriate books and present a-two-paragraph summary of each book read | | | | | | |
| **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 | Engage learners to sing songs  and recite rhymes  **Ding dong bell**. 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 | | A.**ORAL LANGUAGE**  (*Presentation*)  Using a model speech which must be provided by the teacher, guide learners to identify:   1. the purpose of the speech; 2. the audience; 3. the goals set in the context of assigned topics.   Guide learners to select interesting topics they want to talk about.  Put them into groups and have each group choose a topic. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Guide learners to gather ideas from their readers and/or online resources | | | |  | |
| Tuesday | Engage learners to sing songs  and recite rhymes  **Row, Row, Row Your Boat**" Row, row, row your boat, Gently down the stream.  Merrily, merrily, merrily, merrily,  Life is but a dream. | | B.**READING**  (*Fluency*)  Take learners through pre-reading, while-reading and after-reading activities.  In cases where text books are not available, teacher should use carefully selected grade-level appropriate texts. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | As learners listen and follow in their books, read a paragraph or two aloud | | | |  | |

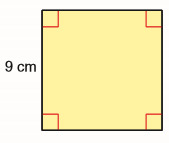
|  |  |  |  |
| --- | --- | --- | --- |
|  |  | at a good pace, with accuracy and  expression.  Have individuals take turns to practice reading aloud at a good pace, with accuracy and expression. |  |
| Wednesday | Engage learners to sing songs  and recite rhymes  **Round and Round the Garden**  Round and round the garden Like a teddy bear.  One step. Two step, Tickle you under there. | C.**GRAMMAR**  (*Conjunctions*)  Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.  The conjunctions **so** and **so that** are used to tell what the purpose of something is. They are called conjunctions of purpose  Introduce **so** and **so that** in context. e.g.: *i. Let’s write down the address so we don’t forget it.*  *ii. We left early so that we wouldn’t be late.* | Have learners underline the  conjunctions in the following sentences.   1. *I sat down because I was feeling tired.* 2. *Because we arrived late, we missed the beginning of the play.* 3. *I took an apple since it was the only fruit in the bowl.* 4. *Since you have finished your homework, you can help me make dinner* |
|  |  | Guide learners to discover the functions of these conjunctions. |  |
|  |  | Have them practice using these conjunctions in their own sentences. |  |
|  |  | Provide a passage and have learners identify the conjunctions in the passage. |  |
| Thursday | Engage learners to sing songs  and recite rhymes  **Sea shells**  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 | D.**WRITING**  (*letter writing*)  Present samples of friendly letters to learners.  Let learners read samples in groups and identify important features of friendly letters.  Discuss these features with learners.  Each group writes a friendly letter (about their personal experiences) showing the important features. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Engage learners to sing songs  and recite rhymes  **Tooting tutors**  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? | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Let learners spell given words with invented spellings.  Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Give learners the meanings of words to identify and spell the words. |  |

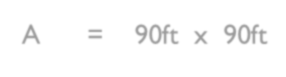
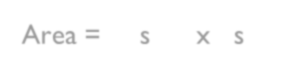
|  |  |  |  |
| --- | --- | --- | --- |
|  | Engage learners in the “popcorn  reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | F.**EXTENSIVE READING**  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Have learners present a-two-  paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 42 | | |
| **Learning Indicator(s)** | | B4.3.3.2.4 B4.3.3.2.5 | | |
| **Performance Indicator** | | Learners can develop and apply a formula for determining area of a rectangle  and square | | |
| **Strand** | | Geometry And Measurement | | |
| **Sub strand** | | Measurement- (Perimeter and Area) | | |
| **Teaching/ Learning Resources** | | Ruler, rope, meter rule | | |
| **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 songs  and recite rhymes  **Tooting tutors**  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? | | Guide learners to explain area as the  number of square units needed to cover a flat surface.      Assessment: Let learners 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 may need special help. |
| Tuesday | Engage learners to sing songs  and recite rhymes  **Sleet slitters**  I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it | | Have learners use their knowledge in  the Area to solve word problems.  e.g. A football field is 120yd long (including the end zones) and about 55yd wide. About what is the area of a football field.  120yd  55yd  Area = length x width  Area = l x w A = 120yd x 55yd A = 6,600yd2  Assessment: Let learners 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 may need special help. |



|  |  |  |  |
| --- | --- | --- | --- |
| Wednesday | Engage learners to sing songs  and recite rhymes **Pease Porridge Hot** Pease porridge hot. Pease porridge cold,  Pease porridge in the pot, nine days old:  Some like it hot, some like it cold  Some like it in the pot, nine days old. | Guide learners to apply a formula for  determining area of a square. Example; | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |
|  |  | Learners to know the other square units for measuring Area |  |
|  |  |  |  |
| Thursday | Engage learners to sing songs  and recite rhymes  **"Itsy Bitsy Spider"**  The itsy bitsy spider crawled up the water spout.  Down came the rain, and washed the spider out.  Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again" | Have learners use their knowledge in  the Area to solve word problems  Example: A Baseball field is a square that 90ft along each side, or base line. What is its Area?  90ft  Area = side x side Area = s x s A = 90ft x 90ft A = 8100ft2  Assessment: Let learners 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 may need special help. |
| Friday | Engage learners to sing songs  and recite rhymes  "**It's Raining, It's Pouring**  It's raining: it's pouring. The old man is snoring.  He bumped his head on the top of the bed,  And couldn't get up in the morning. | Guide learners to construct different  rectangles for a given area.  E.g. Given an area of say 24cm2,  Have learners to draw about three different rectangles for the same area. Combinations may include (6cm × 4cm; 8cm × 3cm; 12cm × 2cm, etc.) | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who may need special help. |





|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 14 |  |
| **Learning Indicator(s)** | | B4.5.2.1.2. | | | | |
| **Performance Indicator** | | Demonstrate understanding of the causes, symptoms and prevention of  food-borne diseases | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Diseases | | | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting food-borne diseases and measles. | | | | |
| **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)** |
|  | Teacher writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | In pairs, learners give examples  of food-borne diseases in their localities, i.e. cholera, diarrhea.  Learners predict what will happen when someone contracts a cholera or diarrhea.  Evaluate learners by asking them to prepare posters on the prevention and control of cholera or diarrhea. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition | | In pairs, learners give examples  of food-borne diseases in their localities, i.e. typhoid fever  Learners predict what will happen when someone contracts a typhoid fever.  Evaluate learners by asking them to prepare posters on the prevention and control of typhoid fever. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 20 | | |
| **Learning Indicator(s)** | | B4.4.4.1.1. | | |
| **Performance Indicator** | | Prepare nursery beds nurse seeds, transplant seedlings and maintain  small gardens | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Farming In Ghana | | |
| **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)** |
|  | Teacher writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Let learners use the opportunity  to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.  Have learners Fill nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.  Let learners nurse the seeds in the soil at the required depth and water them. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition. | | Let learners use the opportunity  to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.  Have learners Fill nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.  Let learners nurse the seeds in the soil at the required depth and water them. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 32 | | |
| **Learning Indicator(s)** | | B4.5.2.1.1: | | |
| **Performance Indicator** | | Discuss the importance of being a committed member of the family. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Roles Relationship in the Family and Character Formation | | |
| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Assist learners to explain who a  committed person is.  Let learners mention behaviors that show that a person is committed.  Ask learners to describe a committed family member. A person who:   * *takes part in family activities,* * *is obedient to elders of the family,* * *respects other family members,* * *accepts responsibility (performing assigned duties),* * *takes initiatives, - helps needy relatives, etc.* | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

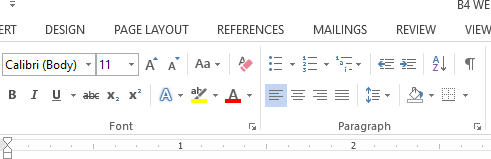
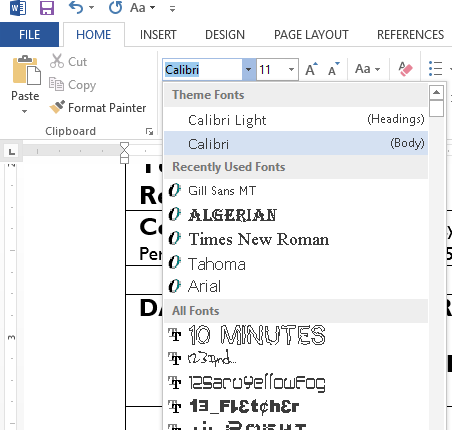
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 28 | | |
| **Learning Indicator(s)** | | B4.6.1.1.1. | | |
| **Performance Indicator** | | Learners can explore the limitations on Ghana’s independence. | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Put students into pairs and hand  out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Discuss with learners the  limitations on Ghana’s independence up to June 1960  *Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor-general of ghana..*  Learners to use the internet identify the positions controlled by British officials up to June 1960. | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | 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 | | Discuss with learners the  limitations on Ghana’s independence up to June 1960  *A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country’s status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.*  Learners to use the internet identify the positions controlled by British officials up to June 1960. | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum | | |
| **Learning Indicator(s)** | | B4.1.2.2 B4.1.2.3 | | |
| **Performance Indicator** | | Learners to create own artworks using available arts media and  methods to express own views | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Planning, Making and Composing | | |
| **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)** |
|  | Activate the previous knowledge  of the learners by making them answer questions on the previous lesson.  Engage learners to play games and sing songs to begin the lesson | | Engage learners to make a  simple beadwork using materials in the local community.  Learners gather materials and tools available in their community.  Demonstrate and guide learners to make a simple beadwork.  Allow learners to practice in groups following the steps provided  Learners to discuss and compare their artworks to the artworks studied. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Show learners a video or  pictures of the dance you want to teach. | | In our last performing arts  lesson, we learnt how to create our own dance moves.  Guide learners to pick a piece of music for the dance.  e.g. Adowa dance  Guide learners to determine the style and plan for the dance.  Show learners a video or pictures of the dance.  Demonstrate the dance moves to learners as they observe.  Have learners practice the moves in a formation dance | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 30 | | |
| **Learning Indicator(s)** | | B4.5.7.1.1-3 | | |
| **Performance Indicator** | | Learners can fill in missing words from a short passage. | | |
| **Strand** | | Writing Convention And Grammar Usage | | |
| **Sub strand** | | Integrating Grammar In Written Language (Spelling) | | |
| **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 sing songs  and recite rhymes | | Introduce learners to vocabulary words in  a passage. | Ask learners questions to  review their understanding  of the lessson. |
| **Ding dong bell**. 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 | | Help learners to write seven and eight  letter words correctly.  Write some words on the board and lead learners to mention the words.  Let learners mention and spell the words as a group. Call learners to mention the words individually.  Introduce learners to words that have missing letters. Let students to fill in missing letters from words. | Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin  the lesson | | Let learners narrate a short story they  have heard before. | Ask learners to summarize  what they have learnt. |
| Using questions and answers, review their understanding of the previous lesson | | Share the class Readers or Reading books  to the learners and lead them to read a passage.  Write the first paragraph of the passage on the board taking out some words. | Let learners say 5 words  they remember from the lesson. |
|  | | Let learners fill in missing the words from short passage. |  |
|  | Engage learners to sing songs  and recite rhymes | | Write some words on the board and lead  learners to pronounce the words. | Ask learners to summarize  what they have learnt. |
| **Row, Row, Row Your Boat**"  Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily,  Life is but a dream.  Engage learners to sing songs and recite rhymes | | Let learners pronounce the words individually.  Introduce learners to a short passage and lead learners to read the passage.  Dictate the first four sentences of the passage to learners to write.  Let learners exchange their works and discuss their works with them. | Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 55 | | |
| **Learning Indicator(s)** | | B4.5.4.5.4: | | |
| **Performance Indicator** | | Distinguish between acts of physical courage and physically reckless  acts and explain the key characteristics of each. | | |
| **Strand** | | Physical Fitness Concepts, Principles And Strategies | | |
| **Sub strand** | | Substance | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **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)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Learners identify the difference  between physical courage as taking action but care and physically reckless as taking action without care.  The former has the key characteristics of observing the rules of the game or sports.  Example: a child getting up after falling off a bike.  A player going in for a tackle. Running into burning buildings as a firefighter. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

#### Week Ending Class



**Subject Reference**

#### Learning Indicator(s) Performance Indicator Strand

**Sub strand**

#### Teaching/ Learning Resources

Four

#### COMPUTING

Computing curriculum Page B4.3.1.1.2.

Illustrate the use of the clip board, styles, fonts, paragraph and editing. Word Processing

Introduction To Word Processing

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)**

Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.

Divide the class into four teams. The teacher presents the leaders from each group a concept.

The leader then draw the concepts on the board, whilst his/her term guess what the object is.

The team who guess correctly first wins.

**PHASE 2: MAIN** *40MINS*

**(New Learning Including Assessment)**

Guide learners to use the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document.

**PHASE 3: REFLECTION**

*10MINS*

**(Learner And Teacher)**

Ask learners questions to review their understanding of the lessson.

Give learners task to do whiles you go round to guide those who need help.



**SAMPLE LESSON NOTES-WEEK 11**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 11 BASIC FOUR

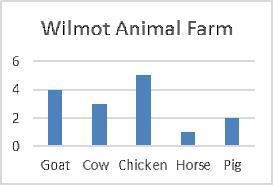
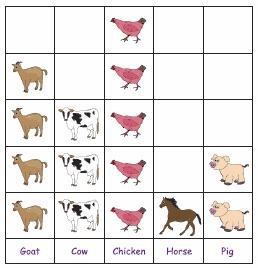
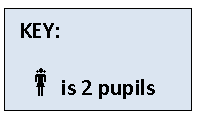
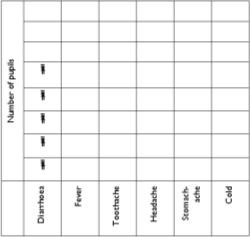
Name of School………………………………………………………………………….…………………

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | |
| **Class** | | Four | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B4.1.10.3.4-5.  B4.6.1.1.1 | | B4.2.9.1.2. | B4.3.9.1.1. | B4.4.15.1.1. B4.4.15.1.1. | | B4.5.10.1.1. |
| **Performance Indicator** | | 1. Learners can support ideas and points with visual resources to convey meaning   appropriate to purpose and context   1. Learners can use recognition strategies to confirm understanding of level- appropriate texts 2. Learners can use modals to express a variety of meanings: 3. Learners can write to friends about personal experiences using appropriate letter formats 4. Learners can use invented spelling to increase fluency and free writing 5. Learners can read a variety of age-and level appropriate books and present a-two-paragraph summary of each book read | | | | | | |
| **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  ONCE I CAUGHT A FISH ALIVE  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.**ORAL LANGUAGE**  (*Presentation*)  Have groups of learners draw pictures to support their ideas or points of view on given topics.  Use effective introductions and conclusions.  Put learners into convenient groups.  Guide them to select topics of interest, plan and present speeches to the class.  Guide them to introduce and conclude their speeches appropriately. | | | | Give learners task to complete  while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | 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. | | B.**READING**  (*Fluency*)  As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs.  Use re-reading, vocabulary and right intonation to self-correct them.  Have learners to answer questions based on the text read. | | | | Give learners task to complete  while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Learners to sing songs and recite  familiar rhymes  PUSSY CAT, PUSSY CAT. | | C.**GRAMMAR**  (*Modals*)  *Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can,* | | | | Provide sentences and let  learners identify the modals used.  *i. Please may I see your ticket?* | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pussy cat, pussy cat, where have  you been?  I’ve been down to London to visit the Queen  Pussy cat, pussy cat, what did you do there?  I frightened a little mouse, under her chair. | *could, would, should, ought to, will, shall,*  *may, might and must*  **may** and **might** (*might is past tense of may)* Use may and might to talk about things that are possible or likely.  e.g. *May I borrow your pen We might go to the party later*  Illicit the modals in speech and let learners practice as well.  With examples, assist learners to use the modals in sentences to convey specific meanings | 1. *John may leave now, but Sally may not.* 2. *May Kenny come with us to the movies?* 3. *Take an umbrella. It might rain.* 4. *I may not have time to go swimming tonight.* 5. *We might go to the party later.* |
| Thursday | 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. | D.**WRITING**  (Letter Writing)  Present samples of friendly letters to learners.  Let learners read samples in groups and identify important features of friendly letters.  Discuss these features with learners.  Each group writes a friendly letter (about their personal experiences) showing the important features. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Engage learners to sing songs  and recite rhymes  **Tooting tutors**  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?  Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off. | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Let learners spell given words with invented spellings.  Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.  Give learners the meanings of words to identify and spell the words.  F.**EXTENSIVE READING**  Guide learners to choose and read independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson  Have learners present a-two- paragraph summary of the book read  Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B4.4.1.1.1- 4 | | |
| **Performance Indicator** | | Learners read and interpret graphs | | |
| **Strand** | | Data | | |
| **Sub strand** | | Data Collection And Organization | | |
| **Teaching/ Learning Resources** | | Class registers, school based assessment | | |
| **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 | Can you work out what  number will be at the top of the pyramid? | | Give learners graphs that use one-to-one  correspondence in displaying data.  For example, the graph below shows the favorite fruits of children in a P4 class.  Each colored box in the graph represents a pupil.    Ask the following questions for children to read and interpret graphs   1. How many pupils said they like pawpaw? 2. What is the most favorite food of the class? 3. How many pupils are in the class? Etc. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Can you make a pyramid  with 100 at the top? | | Display a table for of illnesses P4 pupils  have had in school last academic year. Discuss with pupils how many objects/cut- outs will be required to display or construct a graph of the illnesses in the table if represents 2 pupils | 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 | Can you put the digits 1 to 9  in a square so that every row, column and diagonal add to 15? | | Put a chart with labelled axes on the  board; place several cut-outs card of the object.  “ ”on the table.  Ask pupils to go in turns to construct the graph of the illnesses in the chart by pasting the right number of cut-outs in the | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | columns above each illness as in the figure  below. |  |
| Thursday | Can you put the numbers 1  to 7 in each circle so that the total of every line is 12? | Give learners several graphs that have  used one-to-one correspondence in displaying the same data. For instance, the graph below shows the animals at Mr.  Wilmot’s farm. Ask children to explain how they are the same and different | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Can you put the digits 1 to  11 in the circles do that every line has the same total? | Give learners several graphs that have  used many-to-one correspondence in displaying the same data. E.g. The graphs below show the number of pupils in a KG to P3 in a school and the time five pupils can take to hold their breath. Ask questions for children to read and interpret graphs    How many pupils are in KG and P1?  How many pupils more pupils are in P1 than P3?  How long did Ben hold his breath? Who can hold her breath longest? Etc. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 15 |  |
| **Learning Indicator(s)** | | B4.5.4.1.1 | | | | |
| **Performance Indicator** | | Explain that burning is one of the causes of climate change | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Climate Change | | | | |
| **Teaching/ Learning Resources** | | Pictures and videos or charts showing burning of fossil fuel and changing  weather pattern | | | | |
| **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)** |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Learners watch pictures and  videos or charts showing burning of fossil fuel and changing weather pattern.  Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.  Learners, in groups discuss what happens when burning occurs. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition. | | Learners present their ideas, i.e.  burning brings out smoke, makes air dirty or unclean, etc.  Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.  Evaluate learners by asking them to design posters on the effect of burning on climate change. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 21 | | |
| **Learning Indicator(s)** | | B4.5.1.1.1 | | |
| **Performance Indicator** | | Describe cultural exchanges between Ghana and her neighbors | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Our Neighboring Countries | | |
| **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)** |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Learners mention common  cultural practices between Ghana and her neighbors.  e.g. language, food, farming  Learners in groups describe common festivals and other cultural activities between Ghana and her neighbors  e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam Dressing: kaba and slit, smock | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition. | | Learners mention common  cultural practices between Ghana and her neighbors.  e.g. language, food, farming  Learners in groups describe common festivals and other cultural activities between Ghana and her neighbors  e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam Dressing: kaba and slit, smock | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 32 | | |
| **Learning Indicator(s)** | | B4.5.2.1.1: | | |
| **Performance Indicator** | | Discuss the importance of being a committed member of the family. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Roles Relationship in the Family and Character Formation | | |
| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Assist learners to explain who a  committed person is.  Let learners mention behaviors that show that a person is committed.  Ask learners to describe a committed family member. A person who:   * *takes part in family activities,* * *is obedient to elders of the family,* * *respects other family members,* * *accepts responsibility (performing assigned duties),* * *takes initiatives, - helps needy relatives, etc.* | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 28 | | |
| **Learning Indicator(s)** | | B4.6.1.1.1. | | |
| **Performance Indicator** | | Learners can explore the limitations on Ghana’s independence. | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Put students into pairs and  hand out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Discuss with learners the  limitations on Ghana’s independence up to June 1960  *Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor- general of ghana..* | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | | Learners to use the internet identify the positions controlled by British officials up to June 1960. |  |
|  | Engage learners to sing songs  and play games to get them ready for lesson. | | Discuss with learners the  limitations on Ghana’s independence up to June 1960 | Use questions to review  learners understanding of the lesson. |
| Use questions and answers to review learners understanding in the previous lesson | | *A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country’s status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.* | Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | | Learners to use the internet identify the positions controlled by British officials up to June 1960. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | |
| **Class** | | Four | | | |
| **Subject** | | **CREATIVE ARTS** | | | |
| **Reference** | | Creative Arts curriculum | | Page |  |
| **Learning Indicator(s)** | | B4 2.3.4. B4 2.3.5. | | | |
| **Performance Indicator** | | Learners to plan a performance of compositions to share creative  experiences | | | |
| **Strand** | | Visual Arts & Performing Arts | | | |
| **Sub strand** | | Displaying and Sharing | | | |
| **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)** |
|  | Show pictures and videos of  the artwork to exhibit.  Engage learners to sing songs about work. | | Guide learners to plan an  arrangement of own artworks to share, educate and inform the public on topical issues of the local community.  Learners should select a theme for their art. E.g. stop child trafficking. | | Teacher moves round the  class to monitor the progress of learners in their sketches.  Encourage learners to come out with good sketches.  Give out manual invitations cards to learners to be given to their parents. |
|  | | Learners should plan their art in a sketch form. | |  |
|  | Show pictures and videos of  the artwork to exhibit. | | Organize a place for the  exhibition. | | Appreciate and thank  parents for their presence. |
| Engage learners to sing songs about work. | | Invite other teachers to witness the artwork. Set the stage for learners to display their artwork. | | Let learners organize themselves to clean up the place after the exhibition. |
|  | | Evaluate individual art and allow pupils to talk about them in the form of appraisal. | |  |
|  | | Discuss the moral lessons in the song. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 31 | | |
| **Learning Indicator(s)** | | B4.5.8.1.1. | | |
| **Performance Indicator** | | Learners can identify and use simple conjunctions | | |
| **Strand** | | Writing Convention And Grammar Usage | | |
| **Sub strand** | | Integrating Grammar In Written Language (Use Of Conjunction) | | |
| **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 sing songs  and recite rhymes | | Introduce the conjunctions one  at a time in context. | Ask learners questions to  review their understanding of the lessson. |
| Hot Cross Buns  Hot cross buns! Hot cross buns!  One ha' penny. Two ha' penny. Hot cross buns!  If you have no daughters. Give them to your sons  One ha' penny, Two ha' penny. Hot Cross Buns! | | Elicit examples of sentences  with conjunctions from learners.  Put on cards simple sentences.  e.g. *i. Esi is tall. Ama is short.*  *ii. Esi is tall but Ama is short.*  Use combination drill for learners to practice the use of conjunctions.  e.g. i. Learner A: *I bought a pen…*   1. Learner B: *I bought a pen and a notebook.* 2. Learner C: *I will eat fufu……* 3. Learner D: *I will eat fufu or kenkey.* | Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson | | Elicit examples of sentences  with conjunctions from learners. | Ask learners to summarize  what they have learnt. |
| Using questions and answers, review their understanding of the previous lesson | | Put on cards simple sentences.  e.g. *i. Esi is tall. Ama is short.*  *ii. Esi is tall but Ama is short.*  Use combination drill for learners to practice the use of conjunctions.  e.g. i. Learner A: *I bought a pen…*   1. Learner B: *I bought a pen and a notebook.* 2. Learner C: *I will eat fufu……* 3. Learner D: *I will eat fufu or kenkey.* | Let learners say 5 words  they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 54 | | |
| **Learning Indicator(s)** | | B4.5.3.5.3 | | |
| **Performance Indicator** | | Demonstrate respect for self, others, and equipment during physical  activities. | | |
| **Strand** | | Values And Psycho-Social Concepts | | |
| **Sub strand** | | Group dynamic | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** learners develop personal and social skills such as tolerance, empathy, teamwork, fair-  play in cultural and religious diversity | | | | |
|  | | | | |
| **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 play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Learners observe the rules for  self-integrity.  e.g. lead by example, communicate with honesty, be consistent, communicate with civility, etc.  Learners respect peer and others when working together.  e.g. cooperation, healthy competition, etc.  Learners use equipment for what they were made for as well as respect their use with peers. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **COMPUTING** | | | | |
| **Reference** | | Computing curriculum Page | | | | |
| **Learning Indicator(s)** | | B4.3.1.1.2. | | | | |
| **Performance Indicator** | | Illustrate the use of the clip board, styles, fonts, paragraph and editing. | | | | |
| **Strand** | | Word Processing | | | | |
| **Sub strand** | | Introduction To Word Processing | | | | |
| **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)** |
|  | Prepare a list of concepts, Guide learners to use the clipboard,  ideas or objects that relate styles, fonts, paragraph and editing to the lesson you are feature under the Home tab and let about to teach. learners explore on a simple word  document.  Divide the class into four teams. The teacher presents the leaders from each group a concept.  The leader then draw the concepts on the board, whilst his/her term guess what the object is.  The team who guess correctly first wins. | | | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | |  |  |



**SAMPLE LESSON NOTES-WEEK 12**

BASIC FOUR

# Fayol Inc.

0547824419/0549566881

## SCHEME OF LEARNING- WEEK 12 BASIC FOUR

Name of School………………………………………………………………………….…………………

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | | | |
| **Class** | | Four | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B4.1.10.3.6-7.  B4.6.1.1.1 | | B4.2.9.1.2. | B4.3.9.1.1. | B4.4.15.1.1. B4.4.15.1.1. | | B4.5.10.1.1. |
| **Performance Indicator** | | 1. Learners can elaborate on ideas using explanations and speak with confidence 2. Learners can summarize level-appropriate passages/texts orally 3. Learners can use prepositions to convey a variety of meanings: 4. Learners can write to friends about personal experiences using appropriate letter formats 5. Learners can use invented spelling to increase fluency and free writing 6. Learners can read a variety of age-and level appropriate books and present a-two-paragraph summary of each book read | | | | | | |
| **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  ONCE I CAUGHT A FISH ALIVE  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.**ORAL LANGUAGE**  (*Presentation*)  Explain the need to elaborate on points made.  Present examples.  Guide learners to use details, concrete examples, to elaborate on their ideas/points of view on given topics  Encourage learners doing presentations to speak before different audiences.  e. g. small and large groups  Invite a learner and model maintaining eye contact while speaking with him or her. | | | | Give learners task to complete  while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | 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. | | B.**READING**  (*Summarizing*)  Learners read and re-read a text to identify the main idea in a given paragraph.  Guide learners with examples to restate information read in a few words. | | | | Give learners task to complete  while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Guide learners to write a summary of the passages taking note of the main ideas. | | | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | In pairs or groups, learners  summarize specific paragraphs of a passage to be presented to the class. |  |
| Wednesday | Learners to sing songs and recite  familiar rhymes  PUSSY CAT, PUSSY CAT.  Pussy cat, pussy cat, where have you been?  I’ve been down to London to visit the Queen  Pussy cat, pussy cat, what did you do there?  I frightened a little mouse, under her chair. | C.**GRAMMAR**  (*Preposition*)  Have learners describe the positions of classroom objects using such sentences as:   1. The clock is on the wall. 2. The cupboard is in the corner. 3. The waste paper basket is under the table. | Provide sentences and let  learners identify the modals used.   1. *Please may I see your ticket?* 2. *John may leave now, but Sally may not.* 3. *May Kenny come with us to the movies?* |
|  |  | Briefly explain the functions of prepositions. | *iv. Take an umbrella. It might rain.* |
|  |  | Introduce a Question and Answer drill to give learners practice.  Learner A: Where is your pen? Learner B: It is on the table. | 1. *I may not have time to go swimming tonight.* 2. *We might go to the party later.* |
|  |  | Write some of learners’ answers on the chalkboard and guide them to identify the prepositions. |  |
| Thursday | 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. | D.**WRITING**  (Letter Writing)  Present samples of friendly letters to learners.  Let learners read samples in groups and identify important features of friendly letters.  Discuss these features with learners.  Each group writes a friendly letter (about their personal experiences) showing the important features. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Engage learners to sing songs  and recite rhymes  **Tooting tutors**  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? | E.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Let learners spell given words with invented spellings.  Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
|  |  | Give learners the meanings of words to identify and spell the words. |  |
|  | Engage learners in the “popcorn reading” game  The rules are simple: One student starts reading aloud and | F.**EXTENSIVE READING** | Have learners present a-two- paragraph summary of the book read |

|  |  |  |  |
| --- | --- | --- | --- |
|  | then calls out "popcorn" when  they finish. This prompts the next student to pick up where the previous one left off. | Guide learners to choose and read  independently books of their choice during the library period.  Learners think-pair-share their stories with peers.  Ask each learner to write a-two- paragraph summary of the book read. | Invite individuals to present their work to the class for feedback |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 52-53 | | |
| **Learning Indicator(s)** | | B4.4.1.2.1 -2 | | |
| **Performance Indicator** | | Identify common features of graphs and use understanding of many-to-  one correspondence to solve simple problems | | |
| **Strand** | | Data | | |
| **Sub strand** | | Data Collection And Organization | | |
| **Teaching/ Learning Resources** | | Class registers, school based assessment | | |
| **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 | Can you work out what  number will be at the top of the pyramid? | | Examine such features as title,  vertical axis and label, horizontal axis and label, key or legend.  Give students data presented in a table to draw bar graph complete with title, labelled axes, key. The table show amount of rainfall recorded in Kumasi in the half of the year. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Can you make a pyramid with  100 at the top? | | Give pupils data on energy usage by households in a community over a period (e.g. six months) presented in tables for them to draw bar graph complete with title, labelled axes, key. Ask questions for pupils to read and interpret graphs. | 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 | Can you put the digits 1 to 9 in  a square so that every row, column and diagonal add to 15? | | Give learners several graphs  that have used many-to-one correspondence in displaying the same data.  For example, the graph below on the number of pupils treated for malaria in a school.  Ask questions for children to read and interpret graphs.   1. How many pupils were treated for malaria in the hospital in April? 2. How many pupils were treated for malaria in the hospital in May and June? | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Can you put the numbers 1 to  7 in each circle so that the total of every line is 12? | | Give learners several graphs  that have used many-to-one correspondence in displaying the same data. | Give learners task to  complete whiles you go round to guide those who don’t understand. |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | For example, a graph on the  number of pupils admitted into school in 2019.  Ask questions for children to read and interpret graphs | Give remedial learning to those who special help. |
| Friday | Can you put the digits 1 to 11  in the circles do that every line has the same total? | Give learners several graphs  that have used many-to-one correspondence in displaying the same data.  For example, a graph on the number of pupils and the days they were born.  Ask questions for children to read and interpret graphs | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 15 |  |
| **Learning Indicator(s)** | | B4.5.4.1.1 | | | | |
| **Performance Indicator** | | Explain that burning is one of the causes of climate change | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Climate Change | | | | |
| **Teaching/ Learning Resources** | | Pictures and videos or charts showing burning of fossil fuel and changing  weather pattern | | | | |
| **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)** |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Learners watch pictures and  videos or charts showing burning of fossil fuel and changing weather pattern.  Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.  Learners, in groups discuss what happens when burning occurs. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition. | | Learners present their ideas, i.e.  burning brings out smoke, makes air dirty or unclean, etc.  Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.  Evaluate learners by asking them to design posters on the effect of burning on climate change. | | | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 21 | | |
| **Learning Indicator(s)** | | B4.5.1.2.1. | | |
| **Performance Indicator** | | Explain the uses of rocks | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Our Neighboring Countries | | |
| **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)** |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Brainstorm with learners on the  definition of rocks.  Let learners give examples of items made from rocks.  Learners discuss the importance of rocks e.g. building houses and constructing roads. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Teacher introduces the lesson  to learners. Students are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition. | | Let learners present a chart on the  different types of rocks.  Learners to bring samples of the types to class for observation.  Learners role play some of the uses of rocks | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 32 | | |
| **Learning Indicator(s)** | | B4.5.2.1.1: | | |
| **Performance Indicator** | | Discuss the importance of being a committed member of the family. | | |
| **Strand** | | The Family, Authority and Obedience | | |
| **Sub strand** | | Roles Relationship in the Family and Character Formation | | |
| **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)** |
|  | Display an image on the board  (relating to the topic) but cover it up.  Every time a student a student answers a question then show a little bit of the image.  The first person to guess the correct image wins. | | Assist learners to explain who a  committed person is.  Let learners mention behaviors that show that a person is committed.  Ask learners to describe a committed family member. A person who:   * *takes part in family activities,* * *is obedient to elders of the family,* * *respects other family members,* * *accepts responsibility (performing assigned duties),* * *takes initiatives, - helps needy relatives, etc.* | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 28 | | |
| **Learning Indicator(s)** | | B4.6.1.1.1. | | |
| **Performance Indicator** | | Learners can explore the limitations on Ghana’s independence. | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Wall charts, word cards, 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)** |
|  | Put students into pairs and  hand out a wad of sticky notes to each pair.  They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.  The learner who guess right wins | | Discuss with learners the  limitations on Ghana’s independence up to June 1960  *Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor- general of ghana..* | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | | Learners to use the internet identify the positions controlled by British officials up to June 1960. |  |
|  | Engage learners to sing songs  and play games to get them ready for lesson. | | Discuss with learners the  limitations on Ghana’s independence up to June 1960 | Use questions to review  learners understanding of the lesson. |
| Use questions and answers to review learners understanding in the previous lesson | | *A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country’s status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.* | Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson |
|  | | Learners to use the internet identify the positions controlled by British officials up to June 1960. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B4.1.4.6 B4.2.4.7 | | |
| **Performance Indicator** | | Learners can use the agreed guidelines to examine and derive meaning  from own artworks | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Appreciating and Appraising | | |
| **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)** |
|  | Engage learners to play games  and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers | | Let learners use their senses to  appreciate and appraise their own artworks.  Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot  Theme: *Unity*  Subject matter:  *Historical*  Media: *Clay*  Techniques: *coiling method*  Uses: *for fetching and storing water* Future modification: *addition of handles* | Assessment: Present  learners with different artworks for them to use the guidelines in appreciating and appraising.  Summarize lesson activities with learners. |
|  | Engage learners to play games  and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers | | Performing artworks include  dance, music and drama.  Let learners use their senses to appreciate and appraise their own artworks.  Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance    Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance. | Review the lesson activities  through questions and answers. |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 32 | | |
| **Learning Indicator(s)** | | B.4.6.3.1.3-4 | | |
| **Performance Indicator** | | Learners can explore the meaning of unfamiliar words from context or  dictionary. | | |
| **Strand** | | Extensive Reading | | |
| **Sub strand** | | Reading Texts, And Short Stories | | |
| **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 words on th board and  cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Let learners read a text.  Let them mention and find the meaning of unfamiliar words from context or dictionary. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Allow learners to read a text.  Let learners answer about questions based on the passage read.  Discuss the process of summarizing with learners.  Allow them to summarize the passage read in few words. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Draw or print pictures of  vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them | | Allow learners to read a text.  Let learners answer about questions based on the passage read.  Discuss the process of summarizing with learners.  Allow them to summarize the passage read in few words. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Ending** | |  | | |
| **Class** | | Four | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 55 | | |
| **Learning Indicator(s)** | | B4.5.4.5.4: | | |
| **Performance Indicator** | | Distinguish between acts of physical courage and physically reckless | | |
| **Strand** | | Values And Psycho Social Concepts, | | |
| **Sub strand** | | Critical thinking | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners develop personal and social skills such as cooperation, fair- play, peace,  teamwork and cooperation | | | | |
|  | | | | |
| **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 play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Guide Learners to identify the  difference between physical courage and physically reckless.  Physical courage; Physically reckless;  Engage learners in physical activities for to observe acts of physical courage and physical reckless.  The former has the key characteristics of observing the rules of the game or sports. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week Ending** | |  | | | | |
| **Class** | | Four | | | | |
| **Subject** | | **COMPUTING** | | | | |
| **Reference** | | Computing curriculum Page | | | | |
| **Learning Indicator(s)** | | B4.3.1.1.2. | | | | |
| **Performance Indicator** | | Illustrate the use of the clip board, styles, fonts, paragraph and editing. | | | | |
| **Strand** | | Word Processing | | | | |
| **Sub strand** | | Introduction To Word Processing | | | | |
| **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)** |
|  | Prepare a list of concepts, Guide learners to use the clipboard,  ideas or objects that relate styles, fonts, paragraph and editing to the lesson you are feature under the Home tab and let about to teach. learners explore on a simple word  document.  Divide the class into four teams. The teacher presents the leaders from each group a concept.  The leader then draw the concepts on the board, whilst his/her term guess what the object is.  The team who guess correctly first wins. | | | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | |  |  |

