



SAMPLE LESSON NOTES-WEEK I
BASIC FOUR

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK I

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	<p>A. Learners can engage in collaborative conversation on topics such as myself, family etc. with peers</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can use the simple present form of verbs in sentences:</p> <p>D. Learners can write about real or imagined experiences or events</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration	

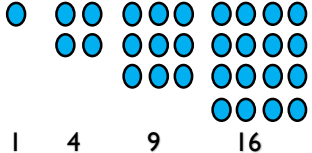
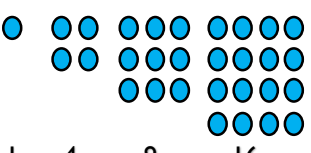
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Conversation)</p> <p>Model describing yourself: e.g. name, physical features, character, likes and dislikes etc.</p> <p>Guide learners with appropriate questions to give oral descriptions of themselves.</p> <p>Select and describe a family member using relevant vocabulary e.g. – <i>sister/brother/parent</i> – <i>name, age</i> – <i>how he/she looks like</i> – <i>Shape of face, facial marks if any, etc.</i></p> <p>Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located.</p> <p>Have learners mention names of persons in politics such as Ministers for Education, Health, Agriculture, etc.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>

		<p>Through questions and answers have learners talk about the roles and duties of these ministers.</p> <p>Individually, ask learners to talk about their favorite personalities in sports, music, etc.</p>	
Tuesday	<p>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>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.</p> <p>The student with the correct number of words wins the game.</p>	<p>B. READING (Vocabulary)</p> <p>Reverse the meaning of the terms using examples.</p> <p>Have learners play games (e.g. <i>Synonym Tree Game</i>) to reinforce their knowledge of antonyms and synonyms.</p> <p>Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary.</p> <p>Learners may match words with their synonyms/antonyms.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>
Wednesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p> <p>This can also be played with high frequency words that the children know.</p>	<p>C. GRAMMAR (verbs)</p> <p>Using several examples demonstrate the use of the simple present form of verbs in the sentences</p> <ul style="list-style-type: none"> – Habitual actions. e.g. i. Esi reads every day. ii. Joe sweeps every morning. <p>Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning.</p> <ul style="list-style-type: none"> – Timeless and universal statements. e.g. i. The sun rises in the east and sets in the west. ii. Ghana is in Africa. <p>Provide ample practice using language drills.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>
Thursday	<p>Engage learners in the “What word am I writing game”</p> <p>Put learners into groups of two. The teacher writes a word in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>D. WRITING (Narrative Writing)</p> <p>Guide learners to narrate an event they participated in e.g. my first day at the national theatre.</p> <p>Learners tell the story sequentially with a guide of a map built.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>

		<p>Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.</p> <p>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.</p> <p>Learners edit their work first in their groups, then across groups.</p> <p>Let learners then publish their stories on the class notice board so each group can read another's story.</p>	
Friday	<p>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.</p> <p>Engage learners in the "popcorn reading" game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p><u>E. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Conjunctions)</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. Musa and Kuma are good friends. ii. Kwame is hard working but Abena is lazy.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other's work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p> <p><u>F. EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p> <p>Have learners present a-two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 12		
Learning Indicator(s)	B4. 1.1.3.3-5		
Performance Indicator	<ul style="list-style-type: none"> ❖ 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 <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Guide learners to identify and list the set multiples of given numbers using skip counting E.g. <i>The set of multiples 5 and 10.</i> $5 = \{ 5, 10, 15, \dots, 100 \}$ $10 = \{ 10, 20, 30, \dots, 100 \}$ Guide learners to list the set of common multiples of any two or more given numbers between 0 and 100. e.g. <i>find the common multiples of 2 and 3.</i> $2 = \{ 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 \}$ $3 = \{ 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 \}$ <i>The common numbers are</i> $= \{ 6, 12, 18 \}$ Assessment: Engage learners to solve several examples.	Ask learners to tell you what they have learnt Give learners individual or home task. List the multiples for the following numbers a) 4 b) 5 c) 6 d) 7 e) 8 f) 9 g) 12 h) 14 i) 15 j) 16
Tuesday	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Introduce the vocabulary terms to learners. That is least common multiples (LCM). Revise with learners on multiples of numbers. Guide learners select the least of the common multiple of given numbers, and identify the least common multiple (LCM). E.g. <i>find the LCM of 5 and 10.</i> $5 = \{ 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 \}$ $10 = \{ 10, 20, 30, 40, 50 \}$ Common numbers = $\{ 10 \}$	Ask learners to tell you what they have learnt Give learners individual or home task. Find the LCM for i. 2 and 3 ii. 4 and 7 iii. 10 and 15 iv. 20 and 5

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

		of 5? (This is also known as the divisibility test).	
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>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.</p>	<p>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 ...)</p>  <p>1 4 9 16</p> <p>Investigate the relationship between square numbers and the sum of consecutive odd numbers.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task.</p> <p>Study the figure below and continue for the next 4 terms</p>  <p>1 4 9 16</p>

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)
	<p>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p>	<p>Revise with learners to explain force and demonstrate how it causes movement</p> <p>Learners engage in simple demonstrations on how forces cause movement.</p> <p>(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.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners bring catapults, rubber bands, springs and bicycle pumps to class.</p> <p>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.</p> <p>Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class.</p> <p>Learners to discuss how elastic and compressional forces are applied in everyday life</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

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)
	<p>Let learners sing some patriot songs to prove how good citizens they are.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Revise with learners the meaning of acceptable manners.</p> <p>Manners are attitudes and behaviors that society accept or frowns on.</p> <p>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.</p> <p>Learners talk about things they can do to uphold values in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>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.</p> <p>Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

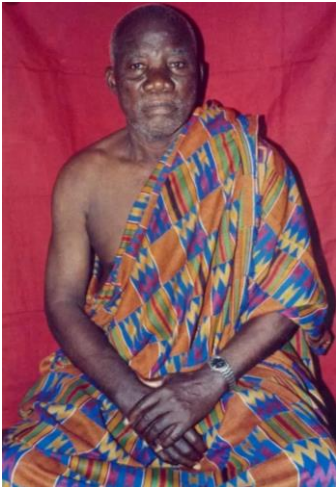

Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 31		
Learning Indicator(s)	B4.5.1.1.1		
Performance Indicator	Learners can explain authority at home, school and in the community.		
Strand	The Family, Authority and Obedience		
Sub strand	Authority And Obedience		
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)
	<p>Let learners sing religious songs they are familiar with.</p> <p>Have learners to summarize what they learnt during their previous Sunday school church service.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Four
Subject	HISTORY

Reference	History curriculum Page 26		
Learning Indicator(s)	B4.4.I.I.I.		
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)
	<p>Tell learners a brief story about Ghana.</p> <p>Let learners sing some patriot songs they are familiar with.</p>	<p>Discuss with learners the events leading to the signing of the Bond of 1844.</p> <p>The bond of 1844 was a peaceful agreement signed on the 6th march 1844 between commander Hill and 8 Fante chiefs.</p> <p>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</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Using primary evidence provide students with the content of 1884 and discuss it with them.</p> <p><i>” 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.</i></p> <p><i>” 2. Human sacrifices, and other barbarous customs, such as ritual killings, are abominations, and contrary to law.</i></p> <p><i>“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.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

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)
	<p>Learners sing songs and recite rhymes about work.</p> <p>Show a picture of renowned kwame Amoah to learners.</p> 	<p>Let Learners study the visual artworks of some selected Ghanaians.</p> <p>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. Kwame is popular 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.</p> <p>Have learners to appreciate the works of James Kwame Amoah.</p> <p>Let to identify the significance of his artworks.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of James Kwame Amoah in groups</p>
	<p>Call learners to recall some history facts about James Kwame Amoah.</p> <p>Use series of questions to review their understanding in the previous lesson.</p>	<p>Show pictures of his artworks to learners for them to generate their own ideas.</p>  <p>Assessment: learners to use ideas generated to create their own artworks</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round the classroom to monitor the progress of learners based on the task given them</p> <p>Learners display their artworks for appreciation</p>

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. <i>Polar questions are questions whose expected answer is either “yes” or “no”</i> Lead learners to recognize polar question markers in a group of questions written on the board. E.g. i. <i>Have you eaten? Yes/No.</i> ii. <i>Are you from this town? Yes/No</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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. Lead learners to recognize how to use polar question markers correctly.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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. <i>church, police station, market, hospital etc.</i> 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

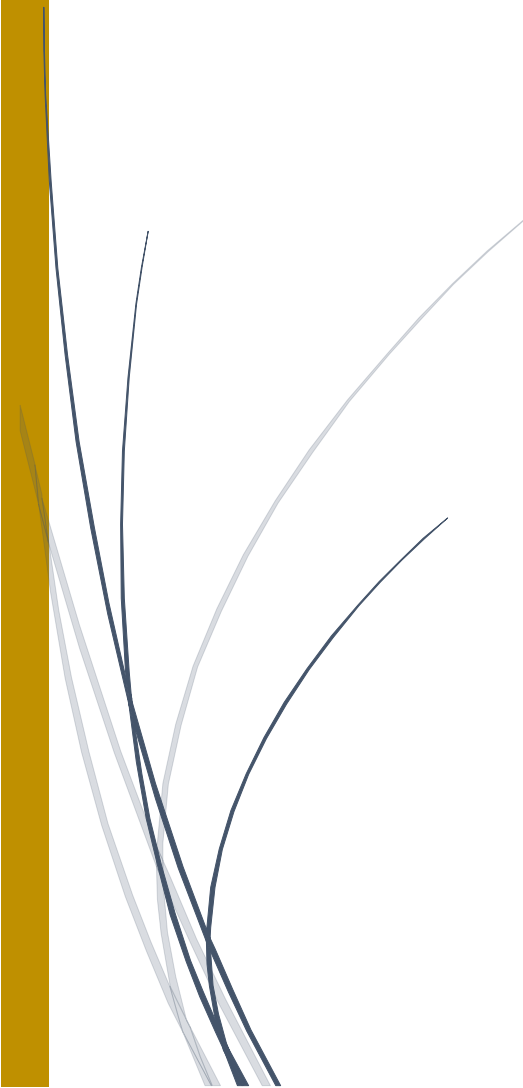
	<p>comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Let learners use landmarks on the school compound to give directions to specific places in the school.</p> <p>Let learners use landmarks to give directions to key places in the locality.</p> <p>Show learners map of Ghana with the landmarks very visible.</p> <p>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.</p>	
--	---	---	--

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)
	<p>Have learners to jog and run within a demarcated area to warm up their bodies.</p> <p>Show pictures of the skill to be learnt.</p>	<p>Learners in pairs after a warm up use their hands to dribble balls away from their partners.</p> <p>Learners alternate the hand used in the dribble.</p> <p>Keep ball away from partners by placing your body in between ball and partner</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 2
BASIC FOUR


Abstract, thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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		<p>A. Learners can demonstrate turn taking in conversation on different topics and speak audibly.</p> <p>B. Learners can expand vocabulary stock through affixation</p> <p>C. Learners can use regular form of the simple past tense of verbs</p> <p>D. Learners can write freely about topics of choice in their immediate environment</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Ask learners to draw a conversation strip with your friend featuring yourself as the main character.</p> <p>Include speech bubbles and/or captions. The conversation should center on what you did after school.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Conversation. Pg 9)</p> <p>Demonstrate turn taking with a learner earlier prepared.</p> <p>Learners in pairs, take turns to talk about given topics in groups observing turn taking.</p>	<p>Encourage learners to turns in their everyday life since it promotes fairness.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">B. READING (Vocabulary. Pg 25)</p> <p>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</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>Have learners to write a list of 10 things they would buy if they won a million cedis.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p>C. GRAMMAR (verbs. Pg 42)</p> <p>Revise main and auxiliary verbs by having learners identify them in sentences.</p> <p>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.</p> <p>Elicit examples from learners and have them used sentences.</p> <p>- The irregular verbs form their past tense differently. They do not add “d” or “ed”. e.g. sleep- slept, come- came, go- went etc.</p> <p>Provide a passage having regular and irregular verbs in the present tense.</p> <p>Learners rewrite the sentences in the past.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>														
<p>Thursday</p>	<p>Ask learners to write a list of 10 things they would do if they could fly.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p>D. WRITING (creative writing. Pg 54)</p> <p>Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.</p> <p>Guide learners to brainstorm and generate ideas.</p> <p>Have learners organize their ideas and write their first draft.</p> <p>They then peer edit their work.</p> <p>Have them present their work for class discussion and correction.</p> <p>They then write the final draft and display their work for their peers to read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>														
<p>Friday</p>	<p>Give a copy of the worksheet to learners. They are supposed to complete the task using the pronouns provided in the table within 6mins.</p> <table border="1" data-bbox="326 1801 597 1898"> <tr> <td>their</td> <td>it</td> </tr> <tr> <td>he</td> <td>mine</td> </tr> <tr> <td>they</td> <td>she</td> </tr> </table>	their	it	he	mine	they	she	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Conjunctions are words that link sentences together.</p>	<p>Ask learners to read the list of conjunctions below and choose one conjunction to join together each set of sentences.</p> <table border="1" data-bbox="1138 1801 1386 1898"> <tr> <td>Since</td> <td>and</td> </tr> <tr> <td>While</td> <td>but</td> </tr> <tr> <td>so</td> <td>then</td> </tr> <tr> <td></td> <td>if</td> </tr> </table>	Since	and	While	but	so	then		if
their	it																
he	mine																
they	she																
Since	and																
While	but																
so	then																
	if																

<p>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.</p>	<p>1. Jennifer told her mom that..... has a lot of homework tonight.</p> <p>2. Melanie, Jackie, and Shelly will cook dinner tonight and..... will also wash the dishes.</p> <p>3. Sarah and Cindy will meet..... parents at the bus stop after the shopping trip.</p> <p>4. That bracelet is not yours, but</p> <p>5. The dog seems lost but..... knows how to get home</p>	<p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions.</p> <p>e.g.</p> <p>i. Ted stayed home from school <u>because</u> he was sick.</p> <p>ii. She was going out to play <u>but</u> it rained.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic.</p> <p>e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other’s work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p> <p>F. <u>EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>1. He went to the toy store..... bought a stuffed animal.</p> <p>2. We went to the movies..... out to dinner.</p> <p>3. I baked cookies.....they burned in the oven</p> <p>4. We flew our kite.....the wind blew.</p> <p>5. I will eat my vegetables.....I can have a cookie for dessert.</p> <p>6. I can go out to play.....I finished all of my homework.</p> <p>7. Will brought a pail and shovel to the beach.....he could build a sandcastle.</p> <p>Have learners present a two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>
--	---	--	---

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	<ul style="list-style-type: none"> ❖ 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 $1 \times 1 = 1$; $2 \times 2 = 4$; $3 \times 3 = 9$ and we can write three squared as $3 \times 3 = 32$	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.


	<p>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?</p>	<p>Movement on the number line to the right and left of zero.</p> <p>Engage learners in activities to identify positive and negative values.</p>	
Friday	<p>Have learners to create patterns of two objects to making meaning.</p>	<p>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.</p> <p>Continue with the activity until all learners are familiar with negative and positive values.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

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)
	<p>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p>	<p>Revise with learners to explain force and demonstrate how it causes movement</p> <p>Learners engage in simple demonstrations on how forces cause movement.</p> <p>(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.</p>	
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners bring catapults, rubber bands, springs and bicycle pumps to class.</p> <p>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.</p> <p>Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class.</p> <p>Learners to discuss how elastic and compressional forces are applied in everyday life</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

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)
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>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.</p> <p>Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play the alphabet game.</p> <p>Have learners to find words for each alphabets on the topic.</p>	<p>Have learners to talk about the importance of good manners:</p> <ol style="list-style-type: none"> I. It ensures law and order in society. II. It helps everyone develop good moral life. III. It encourages hardworking. IV. It encourages people to be patriotic etc. <p>Learners think-pair-share to write essays on good deeds.</p> <p>Why should I be courteous?</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																																			
	<p>Ask learners to find as many words from the puzzle below</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>O</td><td>R</td><td>T</td><td>E</td><td>M</td></tr> <tr><td>C</td><td>Z</td><td>X</td><td>L</td><td>A</td></tr> <tr><td>S</td><td>H</td><td>I</td><td>P</td><td>N</td></tr> <tr><td>S</td><td>N</td><td>I</td><td>O</td><td>C</td></tr> <tr><td>E</td><td>L</td><td>D</td><td>E</td><td>R</td></tr> <tr><td>J</td><td>K</td><td>R</td><td>P</td><td>F</td></tr> <tr><td>A</td><td>Q</td><td>R</td><td>Y</td><td>U</td></tr> </table>	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	<p>Through questions and answers, let learners explain authority.</p> <p>With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community.</p> <p>Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.</p> <p>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.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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.I.I.I.		
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)
	<p>Have learners to watch a short video on the history of ghana.</p> <p>Let learners talk about the video and the part that interest them most</p>	<p>Learners to identify the chiefs who signed the bond of 1844.</p> <p>The bond of 1844 was signed between commander Hill and 8 fante chiefs. The chiefs who took part in the agreement are;</p> <p>Kwadwo Tsibu - King of Denkyira.</p> <p>Kwasi Oto - Chief of Abrah.</p> <p>Tsibu Kuma - Chief of Assin.</p> <p>Gyebi - Second Chief of Assin.</p> <p>Kwasi Ankra - Chief of Donadie.</p> <p>Ewusi - Chief of Domonassie.</p> <p>Amonoo - Chief of Anumabo.</p> <p>Joe Aggrey - Chief of Cape Coast.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Using questions and answers, review learners understanding of the previous lesson.</p> <p>Play games and sing songs to begin the lesson.</p>	<p>With the use of the internet or pictures show the Palaver Hall where the Bond was signed.</p> <p>The bond of 1844 was signed at fomena-Adansi.</p> 	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

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 Tsiamé 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. Assessment: Let learners listen to and read a few of Vinoko Akpalu's artworks	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Vinoko Akpalu in groups
	Learners sing songs and recite rhymes about work. Learners mention some performing artworks produced in Ghana.	Discuss with learners some of his influences he had on culture and environment with his performances Let learners listen to any of the songs of Akpalu and write their own music about things happening in their community.	Ask learners to write short answers for the following questions. 1. who was Vinoko Akpalu? 2. what type of performing arts did he engage in? 3. why was Akpalu different among the people at his time?

Week Ending	
Class	Four
Subject	GHANAIAI 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	


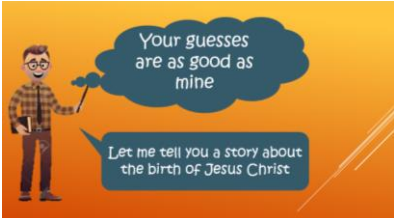

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written.</p> <p>Learners sing songs and recite few rhymes to get them ready for the lesson</p>	<p>Revise the lesson on telling the time with learners.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words.</p> <p>Learners to exchange the work among themselves and mark. Provide feedback where necessary.</p>	<p>Let learners say the letters of the alphabet.</p> <p>Create a game with the names of the days in a week.</p> <p>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.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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

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)
	<p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>In pairs, foot-dribble a ball away from partner.</p> <p>Alternate the foot used in the dribble.</p> <p>Learners keep balls away from partner by placing their body in between ball and partner.</p> <p>Organize a mini football game for learners to exhibit the skill learnt.</p>	<p>End the lesson with a cool down session.</p> <p>Give learners task to complete some multiple choice questions on the lesson.</p>

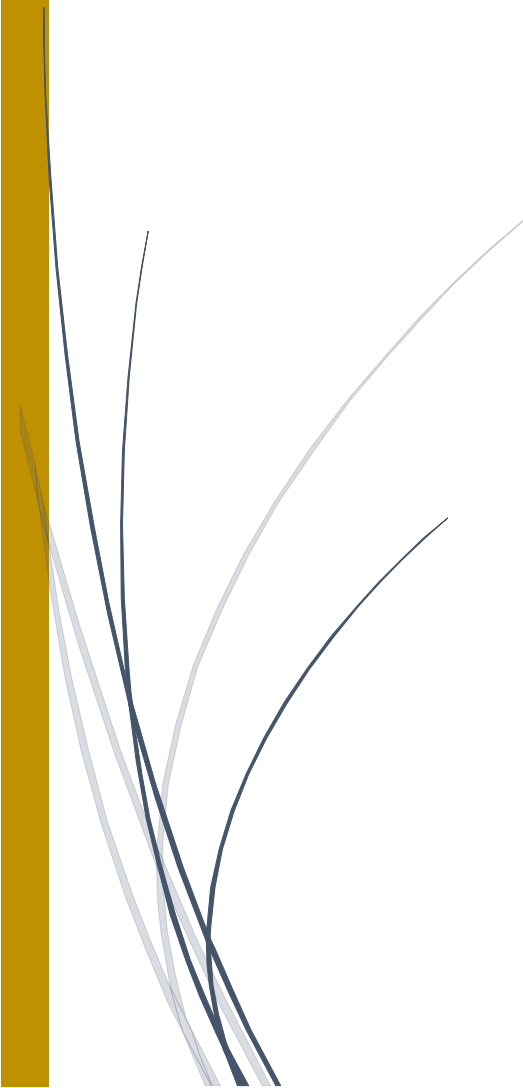
Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 8
Learning Indicator(s)	B4.2.1.1.2
Performance Indicator	Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
Strand	Presentation
Sub strand	Introduction to MS PowerPoint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

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 3
BASIC FOUR

Several thin, curved lines in shades of blue and grey originate from the bottom left and curve upwards and to the right.

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		<p>A. Learners can ask relevant questions to find out the opinion of others about a given topic</p> <p>B. Learners can recognize the playful use of words in spoken and written language (jokes, riddles)</p> <p>C. Learners can use regular form of the simple past tense of verbs</p> <p>D. Learners can use descriptive words/expressions to describe places, personal experiences and events</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Begin a story for one minute and let learners finish the story on their own.	<p>A. <u>ORAL LANGUAGE</u> (Conversation. Pg 9)</p> <p>Demonstrate the activity using a familiar topic.</p> <p>Example: Engage learners to discuss the causes, symptoms and prevention of covid-19.</p> <p>Learners ask and answer questions for clarification about what other learners say on a given topic.</p> <p>Let learners bring out other interesting topics for them to share their opinions and views on it.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	Have learners draw an invisible picture in the air and try to guess what it is	<p>B. <u>READING</u> (Vocabulary. Pg 25)</p> <p>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</p> <p>I am found in kitchens. I cook food. What am I? Ans. Gas cooker</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		I have leaves. You can climb me. What am I? Ans: Tree	
Wednesday	<p>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.</p> <p>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.</p> <p>Continue this until learners guess the word correctly.</p>	<p>C. GRAMMAR (verbs. Pg 42)</p> <p>Revise main and auxiliary verbs by having learners identify them in sentences.</p> <p>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</p> <p>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”.</p> <p>Provide a passage having regular and irregular verbs in the present tense.</p> <p>Learners rewrite the sentences in the past.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>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.</p>	<p>D. WRITING (Descriptive Writing)</p> <p>Revise adjectives by having learners describe familiar people, objects and places in their environment.</p> <p>Learners in their groups talk about interesting places they have visited.</p> <p>Guide them to describe places of their choice using knowledge of adjectives.</p> <p>Have them do peer editing and share their work with the class.</p> <p>They repeat the procedure above to describe events, situations and personal experiences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>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!</p>	<p>. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Conjunctions are words that link sentences together.</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i. Ted stayed home from school <u>because</u> he was sick.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	<p>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.</p>	<p>ii. She was going out to play <u>but</u> it rained.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other’s work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p> <p style="text-align: center;"><u>F.EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Have learners present a-two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>
--	--	--	---

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	<ul style="list-style-type: none"> ❖ 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	<p>Have learners arrange the fractions from the largest to the smallest.</p> <p style="text-align: center;"> $\frac{1}{5}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> </p> <p>Learners are to complete the work within a given time</p>	<p>Guide learners to solve Division as repeated subtraction (using the long division method).</p> <p>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.</p> <p>For example, $25 \div 5 = ?$ Learners count the number of times 5 was subtracted from 25, which is 5 times. Hence, $25 \div 5 = 5$</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																
Tuesday	<p>Engage learners to play the missing number puzzle.</p> <p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>3.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;"> </td> <td style="padding: 2px;">+</td> <td style="border: 1px solid black; padding: 2px;"> </td> <td style="border: 1px solid black; padding: 2px;">5</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">x</td> <td style="background-color: black; width: 15px; height: 15px;"></td> <td style="border: 1px solid black; padding: 2px;">-</td> <td style="border: 1px solid black; padding: 2px;"> </td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"> </td> <td style="padding: 2px;">-</td> <td style="border: 1px solid black; padding: 2px;"> </td> <td style="border: 1px solid black; padding: 2px;">1</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">12</td> <td style="padding: 2px;">-</td> <td style="border: 1px solid black; padding: 2px;">-1</td> <td style="border: 1px solid black; padding: 2px;"> </td> </tr> </table>		+		5	x		-			-		1	12	-	-1		<p>Guide learners to solve Division using the estimation of multiples of 10, 100 and others of the divisor. For Example to solve $276 \div 3 = ?$</p> <p>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 $3 \times 40 = 120$. Subtracting 120 from 276 to get 156. The next estimation used is 50. So $3 \times 50 = 150$. Subtracting 150 from 156 to get 6. The next estimation used is 2. And $2 \times 3 = 6$. Subtracting 6 from 6 to get 0. There is nothing more to share.</p> <p>To find the final answer add the estimations: $40 + 50 + 2 = 92$. Therefore $276 \div 3 = 92$.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>
	+		5																
x		-																	
	-		1																
12	-	-1																	
Wednesday	<p>Engage learners to play the missing number puzzle.</p>	<p>Learners model mathematical statements from a given word problem involving</p>	<p>Give learners task to complete while you go</p>																

	<p>Use 1 to 4 to finish each equation. Multiply before you add and subtract</p> <p>2.</p> <table border="1" style="margin-left: 20px;"> <tr><td></td><td>X</td><td></td><td>8</td></tr> <tr><td>X</td><td></td><td>-</td><td></td></tr> <tr><td></td><td>+</td><td></td><td>4</td></tr> <tr><td>2</td><td></td><td>1</td><td></td></tr> </table>		X		8	X		-			+		4	2		1		<p>addition and multiplication and solve using the strategies learnt.</p> <p>Use 1 to 4 to finish each equation.</p> <p>Multiply before you add and subtract</p> <table border="1" style="margin-left: 20px;"> <tr><td></td><td>-</td><td></td><td>3</td></tr> <tr><td>+</td><td></td><td>X</td><td></td></tr> <tr><td></td><td>-</td><td></td><td>1</td></tr> <tr><td>7</td><td></td><td>2</td><td></td></tr> </table>		-		3	+		X			-		1	7		2		<p>round the class to support those who might need extra help.</p>
	X		8																																
X		-																																	
	+		4																																
2		1																																	
	-		3																																
+		X																																	
	-		1																																
7		2																																	
<p>Thursday</p>	<p>Let learners play games and sing songs to begin the lesson.</p> <p>Revise with them the previous lesson through questions and answers.</p>	<p>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</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																																
<p>Friday</p>	<p>Engage learners in the Mental math game:</p> <p>Give a sequence of instructions for learners to follow while doing math in their head.</p>	<p>Learners role play a given word problem involving addition and multiplication and solve.</p> <p>e.g. i. A bee has 6 legs. How many legs do 8 bees have?</p> <p>ii. Brad has 17 ballons. 8 ballons are red and the rest are green. How many green ballons does Brad have?</p> <p>iii. Josh had 16 marbles in his collection. He lost 7 marbles. How many marbles does he have now?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>																																


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 Engage learners to play games and sing songs to begin the lesson.	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 series of questions to review their understanding of the lesson 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 Engage learners to play games and sing songs to begin the lesson.	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 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	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)
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>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.</p> <p>ii. Passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community.</p> <p>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.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play the alphabet game.</p> <p>Have learners to find words for each alphabets on the topic.</p>	<p>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.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

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)
	<p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>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.</p> <p>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.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>Brainstorm the significance of the Bond of 1844?</p> <p><i>i. It created peace by utilizing ethnic groups in the southern state of the gold coast.</i></p> <p><i>ii. It ended wicked practices such as human sacrifices and slavery in the gold coast</i></p> <p><i>iii. It brought people of gold coast under british colonial rule</i></p> <p><i>iv. The bond introduced the court system to gold coast.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play the alphabet game.</p> <p>Have learners to find words for each alphabets on the topic.</p>	<p>Revise with learners on what led to the signing of the bond of 1844.</p> <p>Learners to role play the signing of the bond between the 7 chiefs and the governor.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 I.2.2.3 B4 I.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

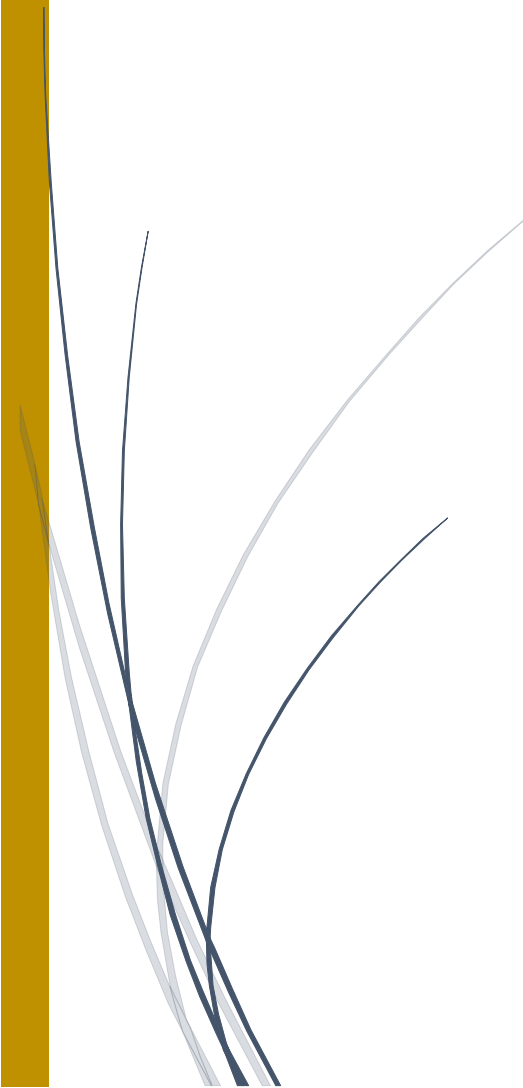
Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 8
Learning Indicator(s)	B4.2.1.1.2
Performance Indicator	Learners can show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
Strand	Presentation
Sub strand	Introduction to 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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Divide the class into two teams. Let each team present a player who is good in playing the Zuma game.</p> <p>The first player to finish a level is the winner. Teams must present new players for each new level.</p> <p>Note: chose games that improves learners mousing and keyboarding skills</p>	<p>Guide learners to prepare and present a prepared PowerPoint project to the class.</p> <p>Invite them to present in groups to the whole class</p> <p>Slide 1</p> <p>Slide 2</p> <p>Slide 3</p>	<p>Call learners to summarize the lesson.</p> <p>Give learners task to complete at home.</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 4
BASIC FOUR

Several thin, curved lines in shades of blue and grey originate from the bottom left and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 4

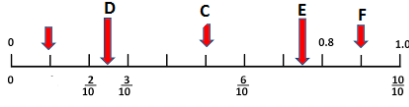
BASIC FOUR

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	<p>A. Learners can use background knowledge to aid in understanding and building new knowledge</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts</p> <p>C. Learners can use the simple past form of verbs</p> <p>D. Learners can use words, phrases, and clauses to clarify the relationships between claim(s) and reasons.</p> <p>E. Learners can Identify subjects and verbs in simple sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite rhymes</p> <p>Round and Round the Garden</p> <p>Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Have learners listen to a narrative text.</p> <p>Learners in groups identify, discuss and relate the plot of the text to a familiar text.</p> <p>Have learners listen to the text a second time.</p> <p>In groups, learners share what they have learnt in the text.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite rhymes</p> <p>Sea shells</p> <p>She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>B. READING (Vocabulary)</p> <p>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.</p> <p>Guide learners to understand each key element.</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>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</p>	<p>C. GRAMMAR <i>(Verbs)</i> Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p> <p>Learners listen to a simple story in which several completed actions have occurred.</p> <p>Discuss the story and have learners identify the verbs.</p> <p>Learners engage in a conversion drill for practice.</p> <p>Learners write simple sentences in the past tense using (both regular and irregular verbs)</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>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.</p>	<p>D. WRITING <i>(Persuasive Writing)</i> Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</p> <p>You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>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!</p> <p>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.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Complex Sentences)</i> Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</p> <p>Let learners write an event they have participated in.</p> <p>Learners edit their work to demonstrate their knowledge of subject and predicate.</p> <p>F. EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 25-27
Learning Indicator(s)	B4.1.4.1.1-3
Performance Indicator	<ul style="list-style-type: none"> ❖ 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. <table border="1" data-bbox="706 1228 1063 1459"> <thead> <tr> <th colspan="5">Tenth And Hundredth Place Value Chart</th> </tr> <tr> <th></th> <th>Fraction</th> <th>1</th> <th>.</th> <th>$\frac{1}{10}$</th> <th>$\frac{1}{100}$</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>$\frac{1}{4} = \frac{25}{100}$</td> <td>0</td> <td>.</td> <td>1</td> <td></td> </tr> <tr> <td>B</td> <td>$\frac{1}{8} = \frac{125}{1000}$</td> <td>0</td> <td>.</td> <td>2</td> <td></td> </tr> <tr> <td>C</td> <td>$2\frac{1}{2}$</td> <td>0</td> <td>.</td> <td>5</td> <td></td> </tr> <tr> <td>D</td> <td>$3\frac{3}{5}$</td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> </tbody> </table>	Tenth And Hundredth Place Value Chart						Fraction	1	.	$\frac{1}{10}$	$\frac{1}{100}$	A	$\frac{1}{4} = \frac{25}{100}$	0	.	1		B	$\frac{1}{8} = \frac{125}{1000}$	0	.	2		C	$2\frac{1}{2}$	0	.	5		D	$3\frac{3}{5}$	0	.			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	.	$\frac{1}{10}$	$\frac{1}{100}$																																	
A	$\frac{1}{4} = \frac{25}{100}$	0	.	1																																		
B	$\frac{1}{8} = \frac{125}{1000}$	0	.	2																																		
C	$2\frac{1}{2}$	0	.	5																																		
D	$3\frac{3}{5}$	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. $7\frac{2}{5} = \frac{\quad}{10}$. 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.																																			

		<p>Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</p> <p>Draw an arrow to match each number to its nearest whole.</p> <p>3.6 0.6 2.4 5.5 4.8 3.29 9.17 6.55 7.5</p>	
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p>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.</p>	<p>Use a table with several decimal fractions and explain the rule for rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths</p> <p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p>"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"</p>	<p>Guide learners to use models to explain the result of addition and subtraction of decimals</p> <p>E.g. 1. To add 0.64 and 0.39, means sum</p> $\frac{64}{100} + \frac{39}{100} \text{ which is } \frac{64+39}{100} = \frac{103}{100} = 1.03.$ <p style="text-align: right;"> $\begin{array}{r} 0.64 \\ + 0.39 \\ \hline 1.03 \end{array}$ </p> <p>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</p> <p>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</p> $\begin{array}{r} 0.6 \\ + 0.39 \\ \hline 0.99 \end{array}$	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p>"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.</p>	<p>Guide learners to use models to explain the result of addition and subtraction of decimals</p> <p>E.g. 1. To subtract 0.6 from 1.39, means</p> $\frac{139}{100} - \frac{6}{10} = \frac{139}{100} - \frac{60}{100} = \frac{139-60}{100} = \frac{79}{100} = 0.79.$ $\begin{array}{r} 1.39 \\ - 0.6 \\ \hline 0.79 \end{array}$ <p>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</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	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 lesson. 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 ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other viewpoints.	Ask learners questions to review their understanding of the lesson. 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)
	<p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>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.</p> <p>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.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

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)
	<p>Have learners to watch a short video on the history of Ghana.</p> <p>Let learners talk about the video and the part that interest them most</p>	<p>Brainstorm learners to define the term colonialism and colonialism.</p> <p>Colonization is the process by which a central system of power dominates the surrounding land and its components.</p> <p>Colonialism is the practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.</p> <p>Lead discussion for learners to know practical meaning of colonialism.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Using questions and answers, review learners understanding of the previous lesson.</p> <p>Play games and sing songs to begin the lesson.</p>	<p>Have learners to talk about the types of colonialism</p> <p>Settler colonialism involves large scale immigration, often motivated by religious, political, or economic reasons.</p> <p>Exploitation colonialism involves fewer colonist and focuses on the exploitation of natural resources or population as labor.</p> <p>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.</p> <p>Internal colonialism is a notion of uneven structural power between areas of a state.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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)
	<p>Read out excerpts from speeches made by important individuals in the country.</p> <p>Let learners relate to the speeches and share ideas on such speeches</p>	<p>In the previous lesson, we learned about how Vinoko Akpalu's drama performances and compositions reflect the lives of Ghanaians.</p> <p>Guide learners to create own drama to reflect their culture .</p> <p>Guide learners to choose a theme or title for their poet. e.g. "streetism" "coronavirus" "healthy living " etc.</p> <p>Encourage learners in their choice of words for the poet.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Let learners tell how they are going to apply what they have learnt in real life</p>
	<p>Engage learners to sing songs and recite familiar rhymes.</p>	<p>Recite a poem or sing a song of Vinoko Akpalu.</p> <p>Ask Learners questions as you pause often to let them guess or continue the song/poet.</p> <p>Share roles to learners and have them to perform parts of the poet or song in front of the whole class</p> <p>Guide learners to play their selected roles.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Discuss the performance</p>


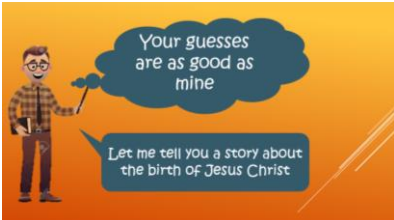

Week Ending	
Class	Four
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 15
Learning Indicator(s)	B4.2.9.1.1-2
Performance Indicator	Learners can select topic sentences in paragraphs and give titles to passages.
Strand	Reading
Sub strand	Summarizing
Teaching/ Learning Resources	Word 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 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 Lead learners to sing a song to begin the lesson.	Let learners sing a traditional occupational song. 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.	Learners to tell what was interesting about the lesson. Engage learners to play the phonic games.
	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. Discuss their findings with them.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	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.

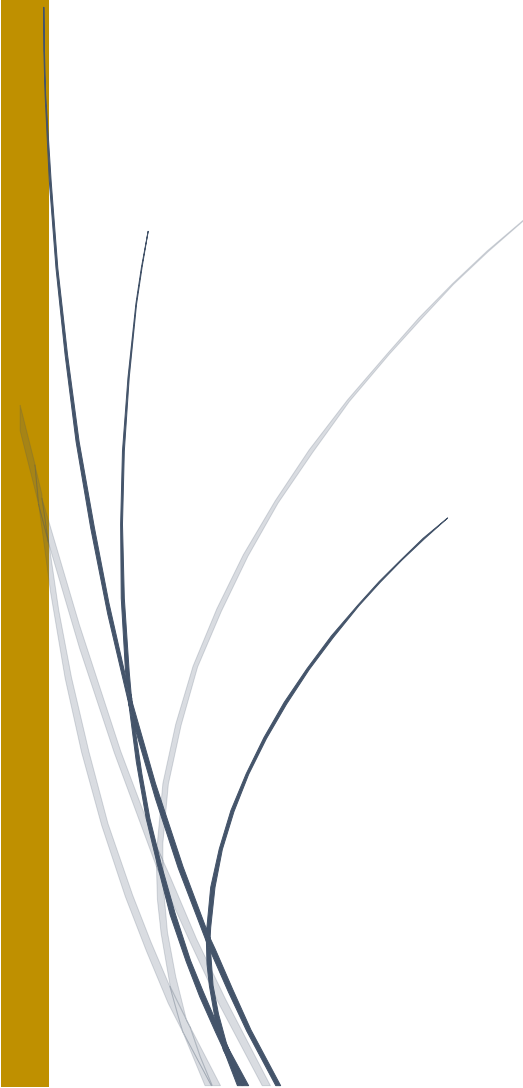
Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 8
Learning Indicator(s)	B4.2.1.1.2
Performance Indicator	Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
Strand	Presentation
Sub strand	Introduction to MS PowerPoint
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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Divide the class into two teams. Let each team present a player who is good in playing the Zuma game.</p> <p>The first player to finish a level is the winner. Teams must present new players for each new level.</p> <p>Note: chose games that improves learners mousing and keyboarding skills</p>	<p>Guide learners to prepare and present a prepared PowerPoint project to the class.</p> <p>Invite them to present in groups to the whole class</p>  <p>Slide 1</p>  <p>Slide 2</p>  <p>Slide 3</p>	<p>Call learners to summarize the lesson.</p> <p>Give learners task to complete at home.</p>

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 5
BASIC FOUR

Abstract, thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 5

BASIC FOUR

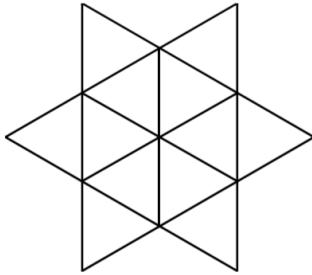
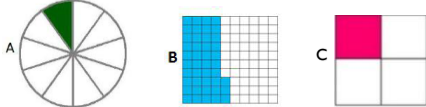
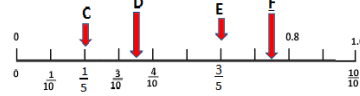
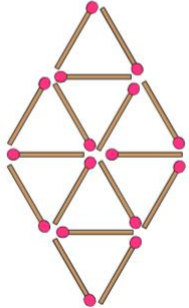
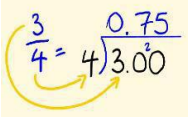
Name of School.....

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		<p>A. Learners can identify the main idea/gist and details of texts</p> <p>B. Learners can respond to a text with reasons</p> <p>C. Learners can use the simple past form of verbs</p> <p>D. Learners can establish and maintain a formal style</p> <p>E. Learners can identify subjects and verbs in simple sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO. TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p>A. ORAL LANGUAGE <i>(Listening Comprehension)</i></p> <p>Have learners read short stories, newspaper cuttings.</p> <p>Guide them with examples to give the gist and details of the texts.</p> <p>Guide learners to identify the various text contents as they retell and discuss texts read.</p> <p>Assist learners to identify themes from the various texts read or discussed. e. g. love, greed, honesty, hard work, etc.</p> <p>Have them share facts from the story with their peers.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p>	<p>B. READING <i>(Comprehension)</i></p> <p>Identify and present points of view in a text.</p> <p>Guide learners with questions to discuss the text and answer a variety of questions.</p> <p>They should state reasons for their points/ point of view.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

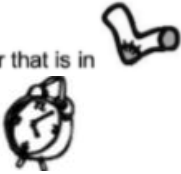

<p>Wednesday</p>	<p>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p>C. GRAMMAR (Verbs)</p> <p>Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p> <p>Learners listen to a simple story in which several completed actions have occurred.</p> <p>Discuss the story and have learners identify the verbs.</p> <p>Learners engage in a conversion drill for practice.</p> <p>Learners write simple sentences in the past tense using (both regular and irregular verbs).</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Engage learners in the “What word am I writing game”</p> <p>Put learners into groups of two. The teacher writes a word in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>D. WRITING (Persuasive Writing)</p> <p>Using models, discuss the basic structure of an argumentative piece:</p> <ul style="list-style-type: none"> - Introduction; - Reasons for the stand taken; - Conclusion. <p>Have groups present full compositions using this structure for class discussions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>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.</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn"</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple and Complex Sentences)</p> <p>Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</p> <p>Let learners write an event they have participated in.</p> <p>Learners edit their work to demonstrate their knowledge of subject and predicate.</p> <p>F. EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a-two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>

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





Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 28-29
Learning Indicator(s)	B4.1.5.1.1-2
Performance Indicator	<ul style="list-style-type: none"> ❖ 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	<p>How many triangles can you see in this picture?</p> 	<p>Use several pictorial representations or number line to introduce tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, & C).</p>   <p>Use long division method to convert and write fractions as decimals in the number chart.</p> $\begin{array}{r} 15.125 \\ 8 \overline{) 121.000} \\ \underline{-8} \\ 41 \\ \underline{-40} \\ 10 \\ \underline{-8} \\ 20 \\ \underline{-16} \\ 40 \\ \underline{-40} \\ 0 \end{array}$ $\begin{array}{r} 25.2 \\ 5 \overline{) 126.0} \\ \underline{-10} \\ 26 \\ \underline{-25} \\ 10 \\ \underline{-10} \\ 0 \end{array}$	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</p> 	<p>Give pupils several common fractions (including improper fractions) to convert into hundredths and write their decimal names or use long division;</p> <p>e.g. $\frac{3}{4} = \frac{75}{100} = 75\%$</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<p>Wednesday</p>	<p>Start at the bottom left square and move up, down, left or right until you reach the finish.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4</td><td>9</td><td>7</td><td>7</td><td style="background-color: red;">4</td></tr> <tr><td>8</td><td>9</td><td>4</td><td>5</td><td>7</td></tr> <tr><td>6</td><td>6</td><td>4</td><td>9</td><td>9</td></tr> <tr><td>7</td><td>8</td><td>8</td><td>8</td><td>6</td></tr> <tr><td style="background-color: red;">5</td><td>5</td><td>6</td><td>5</td><td>5</td></tr> </table> <p style="text-align: right;">Start ↷ ↻ Finish</p> <p>Add the numbers as you go. Can you make exactly 53 ?</p>	4	9	7	7	4	8	9	4	5	7	6	6	4	9	9	7	8	8	8	6	5	5	6	5	5	<p>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 $\frac{4}{5}$, 0.78 and 85%</p> <p>(i) we can express all as decimals $\rightarrow \frac{4}{5} = \frac{80}{100}$, $0.78 = \frac{78}{100}$ and $85\% = \frac{85}{100}$, hence the order from least to the largest is 0.78, $\frac{4}{5}$ and 85%;</p> <p>(ii) we can also express all as percentages $\rightarrow \frac{4}{5} = \frac{80}{100} = 80\%$, $0.78 = \frac{78}{100} = 78\%$, and $85\% = \frac{85}{100} = 85\%$, hence the order from least to the largest is 0.78, $\frac{4}{5}$ and 85%.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
4	9	7	7	4																								
8	9	4	5	7																								
6	6	4	9	9																								
7	8	8	8	6																								
5	5	6	5	5																								
<p>Thursday</p>	<p>Which number should go in the empty triangle?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>	<p>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 $\frac{4}{5}$, 0.78 and 85%</p> <p>(i) we can express all as decimals $\rightarrow \frac{4}{5} = \frac{80}{100}$, $0.78 = \frac{78}{100}$ and $85\% = \frac{85}{100}$, hence the order from least to the largest is 0.78, $\frac{4}{5}$ and 85%;</p> <p>(ii) we can also express all as percentages $\rightarrow \frac{4}{5} = \frac{80}{100} = 80\%$, $0.78 = \frac{78}{100} = 78\%$, and $85\% = \frac{85}{100} = 85\%$, hence the order from least to the largest is 0.78, $\frac{4}{5}$ and 85%.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																									
<p>Friday</p>	<p>There is something strange about this addition square. Can you work out what the missing number is?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>+</td><td>3</td><td>8</td><td>11</td></tr> <tr><td>3</td><td style="background-color: gray;">6</td><td style="background-color: yellow;">11</td><td style="background-color: magenta;">2</td></tr> <tr><td>8</td><td style="background-color: yellow;">11</td><td style="background-color: magenta;">4</td><td style="background-color: green;">7</td></tr> <tr><td>11</td><td style="background-color: magenta;">2</td><td style="background-color: green;">7</td><td style="background-color: white;"> </td></tr> </table>	+	3	8	11	3	6	11	2	8	11	4	7	11	2	7		<p>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.</p> <div style="text-align: center;"> </div>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>									
+	3	8	11																									
3	6	11	2																									
8	11	4	7																									
11	2	7																										

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)
	<p>Have learners solve the brain teasers.</p> <p>It likes food, but water kills it. What is it?</p> <p>What's full of holes but can still hold water?</p>	<p>Learners watch pictures and videos on how to sustain the environment, including separating waste.</p> <p>Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners solve the puzzel below</p> <p>1. Find a letter that is in but not in</p>  <p>2. Find a letter that is in but not in</p> 	<p>Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated.</p> <p>Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.</p> <p>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.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners solve the puzzel below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p>	<p>Guide learners to explain commitment.</p> <p>A promise, agreement, or understanding you make to/with someone or something.</p> <p>Learners mention the ways by which they are expected to show commitment.</p> <p>For example: Show commitment to God such as praying every day and reading scriptures, helping others showing charity</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders. The group who summarizes well wins</p>	<p>Show commitment to the family duties such as keeping room clean and taking care of pets.</p> <p>Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school every day.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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)
	<p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>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.</p> <p>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.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

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)												
	<p>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.</p> <p>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?</p>	<p>Learners to identify the african countries that were colonized and their colonial masters.</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Colonies</th> </tr> </thead> <tbody> <tr> <td>British</td> <td>Gold coast, Nigeria South Africa, Egypt Gambia, Kenya, Uganda</td> </tr> <tr> <td>France</td> <td>Algeria, Gabon, Congo, Ivory coast, Guinea, Senegal</td> </tr> <tr> <td>Germany</td> <td>Cameroun, Togo</td> </tr> <tr> <td>Italy</td> <td>Libya, Ethiopia, Somali, Eritrea</td> </tr> <tr> <td>Portugal</td> <td>Angola, Cape Verde, Guinea, Mozambique, Madeira</td> </tr> </tbody> </table>	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	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
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														
	<p>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.</p> <p>How does the farmer get everything across the river safely?</p>	<p>Have learners describe the role of George Ekem Ferguson during the British colony.</p> <p><i>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.</i></p> <p>Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>												

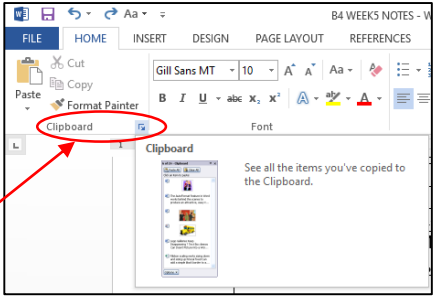
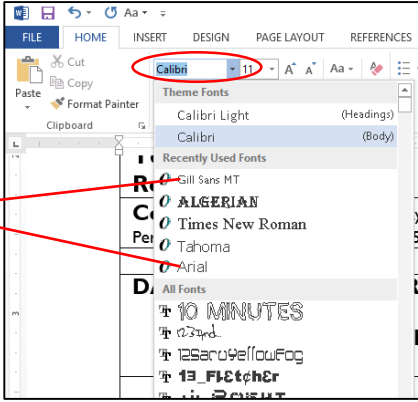
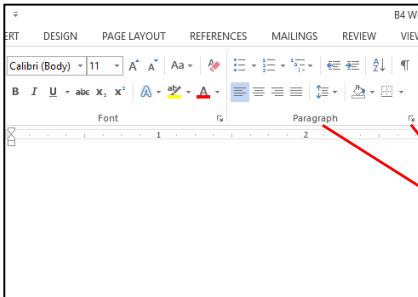
Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 I.3.4.3 B4 I.3.5.3		
Performance Indicator	Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana		
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)
	<p>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.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>Brainstorm to agree on a theme for the exhibition (e.g. Our Environment);</p> <p>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</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	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 I: 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

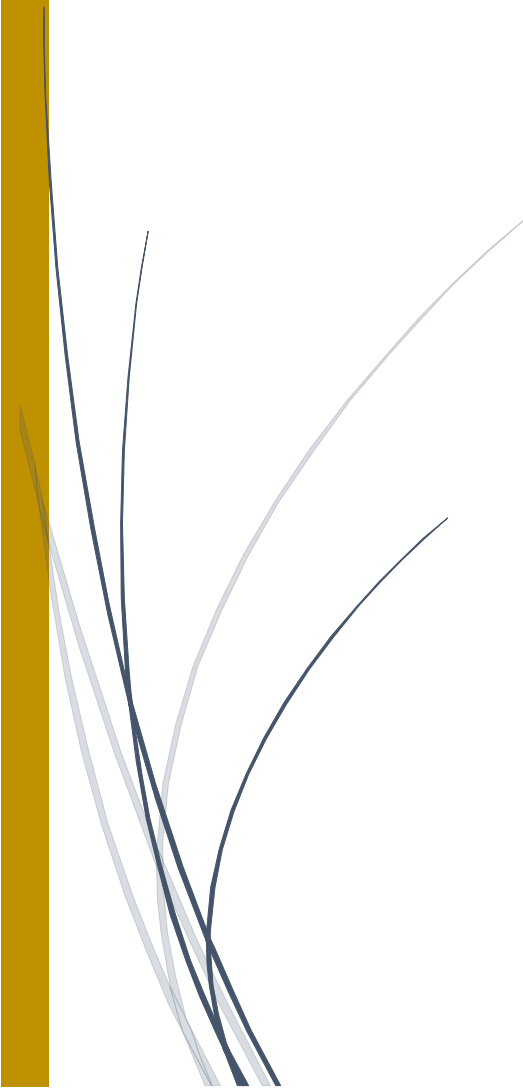
Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 9
Learning Indicator(s)	B4.3.1.1.1.
Performance Indicator	Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing.
Strand	Word Processing
Sub strand	Introduction To Word Processing
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in the Home Tab of MS – Word

Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 6
BASIC FOUR

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 6

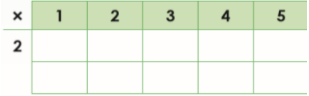
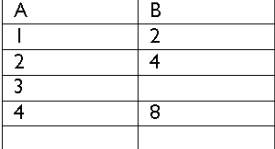
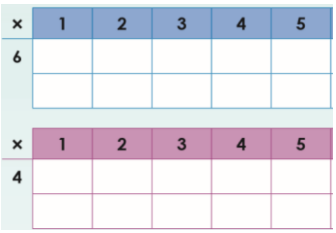
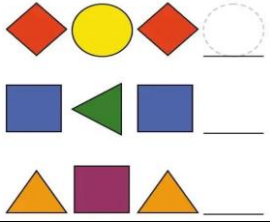
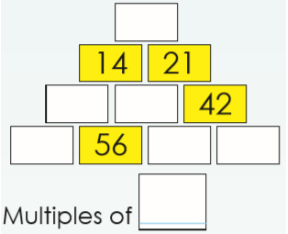
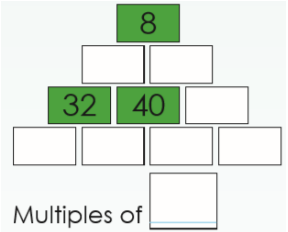

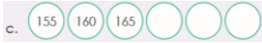
BASIC FOUR

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	<p>A. Learners can compare and contrast information from texts</p> <p>B. Learners can make connections between a text and personal experiences/real life.</p> <p>C. Learners can use the simple present form of verbs to relate past events to the present</p> <p>D. Learners can provide a concluding statement that follows from argument presented</p> <p>E. Learners can identify subjects and verbs in simple sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p>"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?</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Explain the meaning of the terms compare and contrast to learners.</p> <p>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.</p> <p>Guide learners to compare and contrast the content of different texts read or discussed.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Comprehension)</p> <p>Guide learners with questions e.g. applicative questions to connect the reading text with background knowledge.</p> <p>Encourage learners to come up with their personal opinions and viewpoints.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>C. GRAMMAR (Verbs)</p> <p>Use the simple present form of verbs to relate past events to the present.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

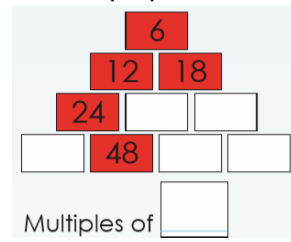
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u> I hear thunder! I hear thunder! Hark don't you, Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!</p>	<p><u>D. WRITING</u> <i>(Persuasive Writing)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

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. <table border="1" data-bbox="682 1480 1047 1648"> <thead> <tr> <th colspan="2">Pattern A</th> <th colspan="2">Pattern B</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>1</td> <td>2</td> </tr> <tr> <td>2</td> <td>10</td> <td>2</td> <td>7</td> </tr> <tr> <td>3</td> <td>15</td> <td>3</td> <td>12</td> </tr> <tr> <td>4</td> <td>20</td> <td>4</td> <td>17</td> </tr> <tr> <td>5</td> <td>25</td> <td>5</td> <td>22</td> </tr> </tbody> </table>	Pattern A		Pattern B		1	5	1	2	2	10	2	7	3	15	3	12	4	20	4	17	5	25	5	22	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Pattern A		Pattern B																									
1	5	1	2																								
2	10	2	7																								
3	15	3	12																								
4	20	4	17																								
5	25	5	22																								
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.

- a. 100, 102, 104,

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- b. 156, 159, 162,

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- c. 285, 290, 295,

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- d. 100, 110, 120,

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
- e. 175, 200, 225,

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners watch pictures and videos on how to sustain the environment, including separating waste.</p> <p>Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated.</p> <p>Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.</p> <p>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.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and sing songs to begin the lesson.</p> <p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Revise with learners to mention the ways by which they are expected to show commitment.</p> <p>For example:</p> <p>i. <i>Show commitment to God such as praying every day and reading scriptures, helping others showing charity.</i></p> <p>ii. <i>Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school every day</i></p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Play games and sing songs to begin the lesson.</p> <p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Learners role play scenarios or engage in other activities that show the benefits for showing commitment.</p> <p>i. <i>We show respect to God, teachers, parents and leaders.</i></p> <p>ii. <i>We develop positive self-identity.</i></p> <p>iii. <i>We develop good relationships etc.</i></p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	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)
	<p>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>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.</p> <p>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.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map.</p>  <p>Locate the areas classified as British Togoland on a map.</p> <p><i>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.</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Learners to compare the map of the Gold Coast in 1955 and the map of Ghana, today. Discuss your observations.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

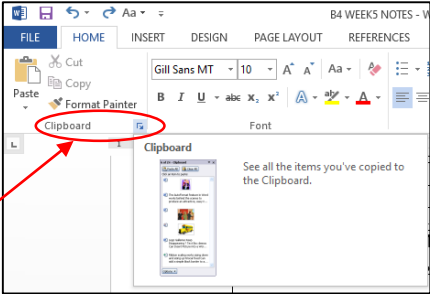
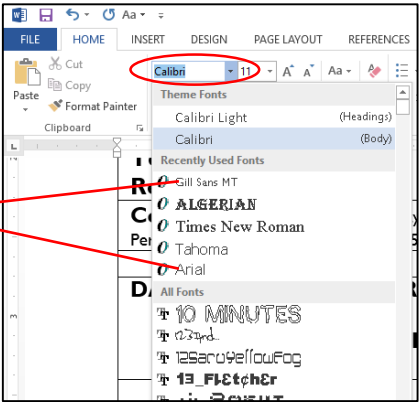
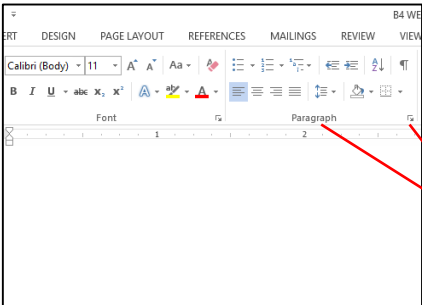
Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 2.3.4.3 B4 2.3.5.3		
Performance Indicator	Learners can perform own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana.		
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	GHANAIAI 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.

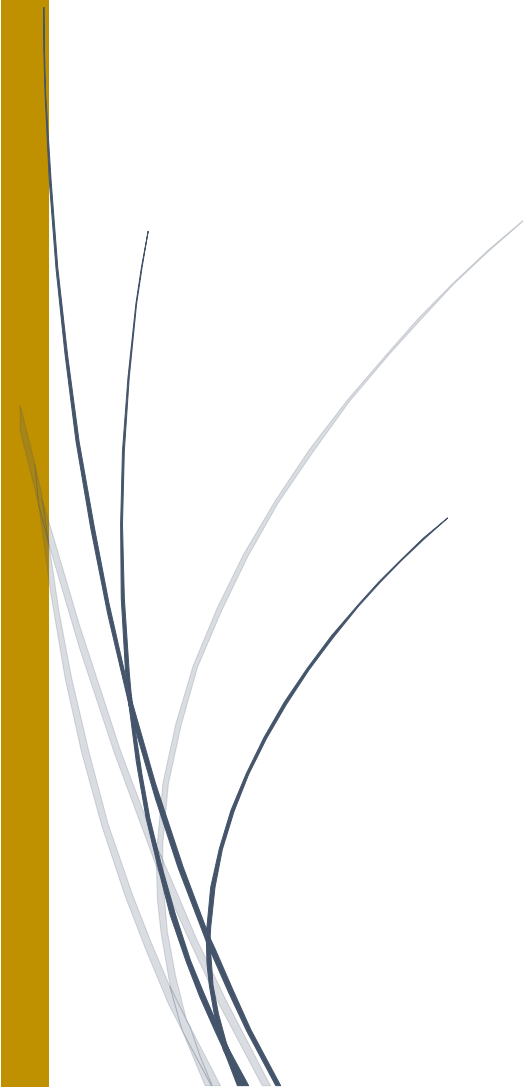
Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 49		
Learning Indicator(s)	B4.2.5.2.5:		
Performance Indicator	Learners can Identify the difference between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.		
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 I: 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)
	<p>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 7
BASIC FOUR

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
0547824419/0549566881

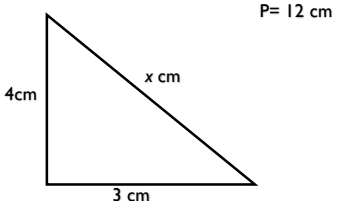
SCHEME OF LEARNING- WEEK 7




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		<p>A. Learners can make and respond to polite requests for help from peers</p> <p>B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</p> <p>C. Learners can use the imperative form of the verb to give commands or orders, make suggestions</p> <p>D. Learners can write words giving information about family</p> <p>E. Learners can construct simple sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>A. ORAL LANGUAGE (Giving and Following Commands/ Instructions)</p> <p>Model making a request to learners.</p> <p>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.</p> <p>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?"</p> <p>If a learner is free, they accept the request. But if s/he is not free, they decline the request.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>LITTLE TOMMY TITTEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Comprehension)</p> <p>Guide learners to identify the parts of a text e.g. Introduction, Body and Conclusion.</p> <p>They should summarize each part and after that, make a full summary of the text.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p>C. GRAMMAR (Verbs)</p> <p>Use situations to demonstrate commands.</p>	<p>Give learners task to complete while you go round the class to support</p>

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. $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	Ask students to explain the purpose of the box symbol in the following equation: $15 - \square = 8$ 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: (i) $7 + \square = 12$ (ii) $19 - \square = 11$	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. $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	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? 	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.


	$8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>(iii) Kojo's age and his sister's age add up to 18. If Kojo is 12, how old is his sister?</p> <p>Let kojo age = k sister age = S $K + S = 12$ if $K = 12$ Then $12 + S = 12$</p>	
Thursday	<p>Take learners through math mental to solve the following.</p> $\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>Provide a pictorial representation of the following and ask students to write equations with unknowns for each situation.</p> <p>Students need not solve their equations.</p> <p>(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?</p>    <p>Then $3 + 18 + ? = 25$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>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.</p> <p>(i) $\square - 13 = 20$ (ii) $25 + \square = 100$</p> <p>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:</p> <p>(i) $109 + \square = 164$ (ii) $\square - 50 = 150$</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	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.

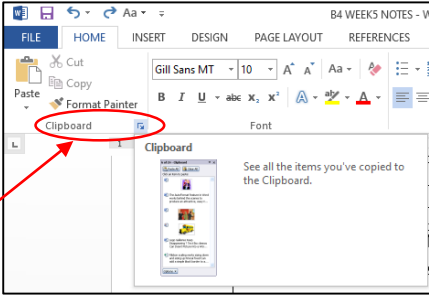
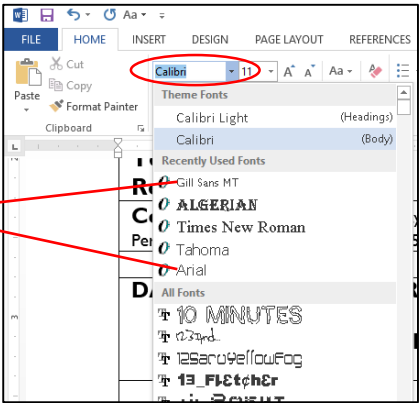
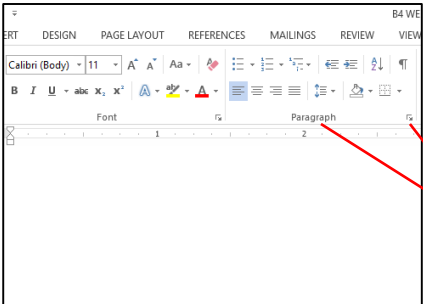
Week Ending															
Class	Four														
Subject	HISTORY														
Reference	History curriculum Page														
Learning Indicator(s)	B4.6.1.1.1.														
Performance Indicator	Learners can explore the limitations on Ghana's independence.														
Strand	Independent Ghana														
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? <i>Republics are the period when the country was ruled by democratically elected presidents. They ruled the country using a constitution.</i> 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. <table border="1"> <thead> <tr> <th>REPUBLIC</th> <th>NAME OF PRESIDENT</th> <th>DATE</th> </tr> </thead> <tbody> <tr> <td>1st Republic</td> <td>Kwame Nkrumah</td> <td>1960-1966</td> </tr> <tr> <td>2nd Republic</td> <td>Kofi Abrefi Busia</td> <td>1969-1972</td> </tr> <tr> <td>3rd Republic</td> <td>Dr. Hilla Limann</td> <td>1979-1981</td> </tr> </tbody> </table>	REPUBLIC	NAME OF PRESIDENT	DATE	1 st Republic	Kwame Nkrumah	1960-1966	2 nd Republic	Kofi Abrefi Busia	1969-1972	3 rd Republic	Dr. Hilla Limann	1979-1981	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													
1 st Republic	Kwame Nkrumah	1960-1966													
2 nd Republic	Kofi Abrefi Busia	1969-1972													
3 rd Republic	Dr. Hilla Limann	1979-1981													

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 I.4.6.3 B4 I.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: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson 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: <i>the artwork is a painting made with different color combination.</i> ➤ The subject matter: <i>the painting is said to emphasize on poverty, stupidity about his culture, corruption etc.</i> ➤ Appraisal: <i>it can be used as posters for decoration.</i> ➤ Experience to share: <i>talk about how the painting is done</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board

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.

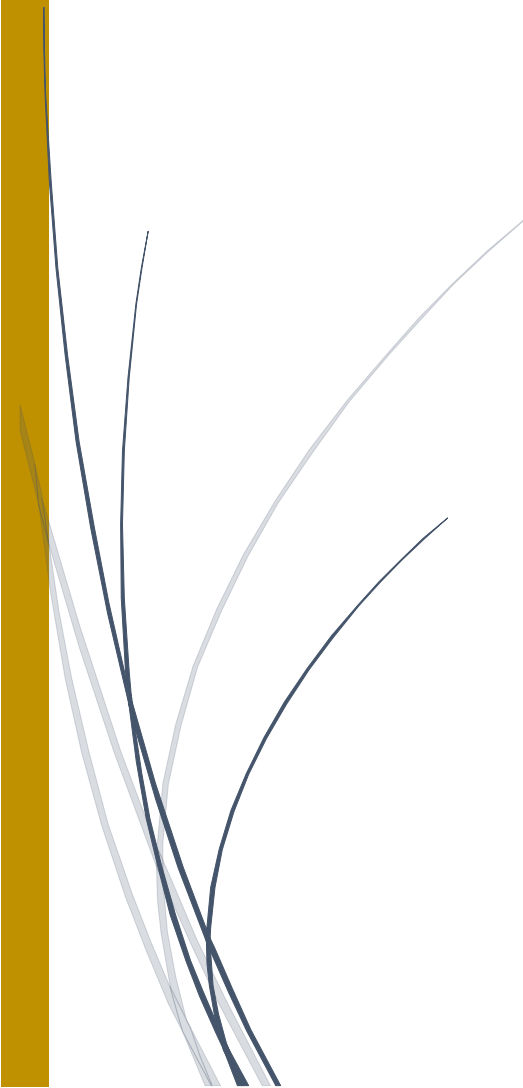
Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.3.4.3.4:		
Performance Indicator	Learners can perform groin flexibility		
Strand	Physical Fitness		
Sub strand	Flexibility		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: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

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
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 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)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 8
BASIC FOUR

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 8

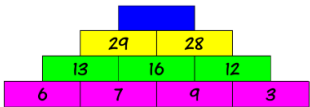

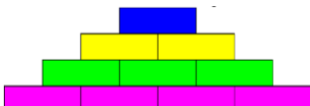



BASIC FOUR

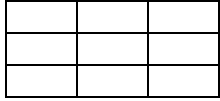
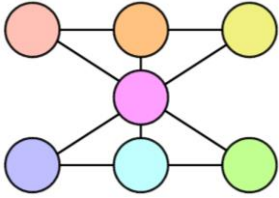
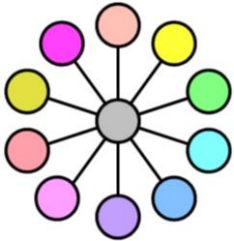
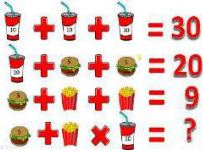

Name of School.....

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		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can determine the contextual meaning of words and phrases.</p> <p>C. Learners can write picture events about personal experiences and make Radio/TV presentations</p> <p>D. Learners can use adverbs of time to modify verbs.</p> <p>E. Learners can construct simple sentences correctly.</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p><u>Peter Piper</u> 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?</p>	<p align="center">A. ORAL LANGUAGE (Presentation)</p> <p>Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures</p> <p>Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</p> <p>Read the same story or text aloud with poor pace, stress and intonation.</p> <p>Put learners into groups to analyze the types of reading and identify which one conveys meaning and why.</p> <p>Have learners practice reading the story with good pace, stress and intonation.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p align="center">B. READING (Comprehension)</p> <p>Phrases have their meaning different from the individual words.</p> <p>Guide learners to make the right meaning using the text to get the contextual meaning.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>learners sing songs and recite familiar rhymes</p> <p>"Ten In The Bed" There were ten in the bed And the little one said,</p>	<p align="center">C. GRAMMAR (Adverbs)</p> <p>Some adverbs answers the question "where?" They are called adverbs of place.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>"Roll over! Roll over!" So they all rolled over and one fell out</p>	<p>Present adverbs of place in context. E.g. i. <i>It's very sunny but cold <u>outside</u>.</i> ii. <i>The boys are playing <u>upstairs</u>.</i> iii. <i>That's our ball <u>there</u></i></p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>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.</p>	<p>D. WRITING (<i>Informative Writing</i>)</p> <p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write activities of the day.</p> <p>Let each group choose an interesting event and write the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Help learners to organize a radio or TV talk show.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to play the "Tapping Out" Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p> <p>Engage learners in the "popcorn reading" game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Complex Sentences</i>)</p> <p>Learners construct simple sentences.</p> <p>Write some of the sentences on the board to guide the discussions on subjects and verbs.</p> <p>Show a large poster of people doing various activities.</p> <p>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.</p> <p>The groups edit and publish the work. Each member keeps a copy.</p> <p>F. EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>

Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B4.2.2.4-7
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	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>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: $3 + p = 11$</p>  <p>With this example, we have to make both sides of the scale equal. Hence, 8 should be added to 3 to make 11. Therefore $p = 8$</p> <p>Assessment: Have learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Can you make a pyramid with 100 at the top?</p> 	<p>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: $p + 5 = 17$</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>This cup represents the unknown number</p> <p>↓</p> <p>p</p>  </div> <div style="text-align: center;"> <p>+</p> </div> <div style="text-align: center;"> <p>Use counters for the other numbers</p> <p>↓</p> <p>5</p>  </div> <div style="text-align: center;"> <p>=</p> </div> <div style="text-align: center;"> <p>17</p>  </div> </div> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<p>Wednesday</p>	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>Guide learners to model the use of guesses to find the value of unknown numbers in equations.</p> <p>Learners by observing patterns in their results, become more systematic in the guesses they make. For example:</p> $\bigcirc + \bigcirc + \bigcirc = 30$ $\bigcirc + \triangle + \triangle = 20$ $\triangle + \square + \square = 13$ $\bigcirc + \triangle + \square = ?$ <p>Assessment: Draw more patterns for learners to practice with.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Thursday</p>	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Ask students to describe two different stories that the equation $5 + k = 9$ could represent.</p> <p>First story: A book has 9 pages. Niko has 5 pages left to read. How many pages has he read?</p> <p>Second story: The sum of a number k and 5 is equal to 9. What is the number?</p> <p>Assessment: Give learners more equations for them make up more stories from them.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>Ask learners to solve puzzle in the figure, by solving the equations in each line.</p> <p>Example 1:</p>  <p>Example 2:</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	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)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners 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.</p> <p>In pairs, learners answer the following questions based on the pictures and videos: (1) What causes measles? (2) What are the symptoms of measles?</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>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?</p> <p>Learners develop concept maps to show the causes, symptoms and prevention of measles. Learners develop posters to talk about how they can prevent measles.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>


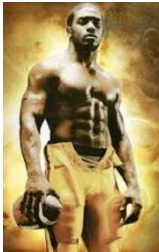

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B4.4.3.1.1.		
Performance Indicator	Learners can Identify ways to use water responsibly		
Strand	Our Nation Ghana		
Sub strand	Responsible Use Of Resources		
Teaching/ Learning Resources	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.

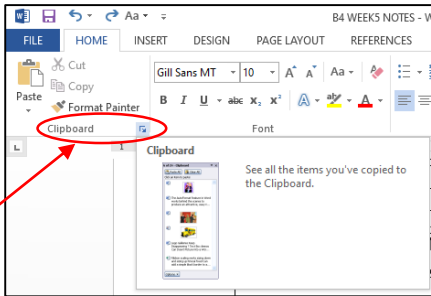
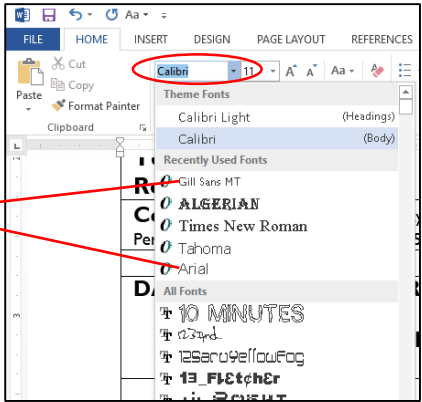
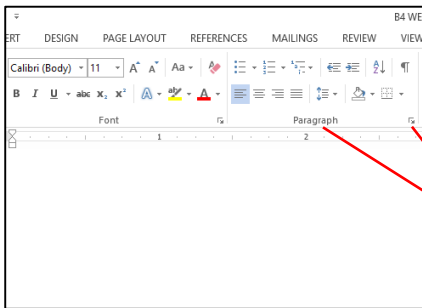
Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, word 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. 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 <i>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..</i> 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 <i>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.</i> 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 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)
	<p>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ 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 	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Have learners share stories about kweku Ananse</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. Kweku Ananse and the Wisdom Pot.</p> <p>Put learners into groups and share roles or allow learners to pick up roles for themselves.</p> <p>Invite each group to perform the drama as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

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)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners explore a poem.</p> <p>Illustrate by putting an object above, below, etc. for learners to discuss where the object is.</p> <p>Use postpositions to write phrases and sentences.</p> <p>Guide learners to read the phrases and sentences as a group.</p> <p>Guide learners to explore the use of other postpositions such as below and under in sentences.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Use postpositions to write phrases and sentences on the board.</p> <p>Let learners read the sentences as a group and in pairs.</p> <p>Let learners recognize postpositions in sentences.</p> <p>Let learners form sentences using the postpositions.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p>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</p>	<p>Write phrases and sentences leaving out the postpositions.</p> <p>Let learners fill them with the correct postpositions.</p> <p>Help learners to demonstrate the use of postpositions such as below and under in context.</p> <p>Let learners form sentences using the postpositions discussed.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

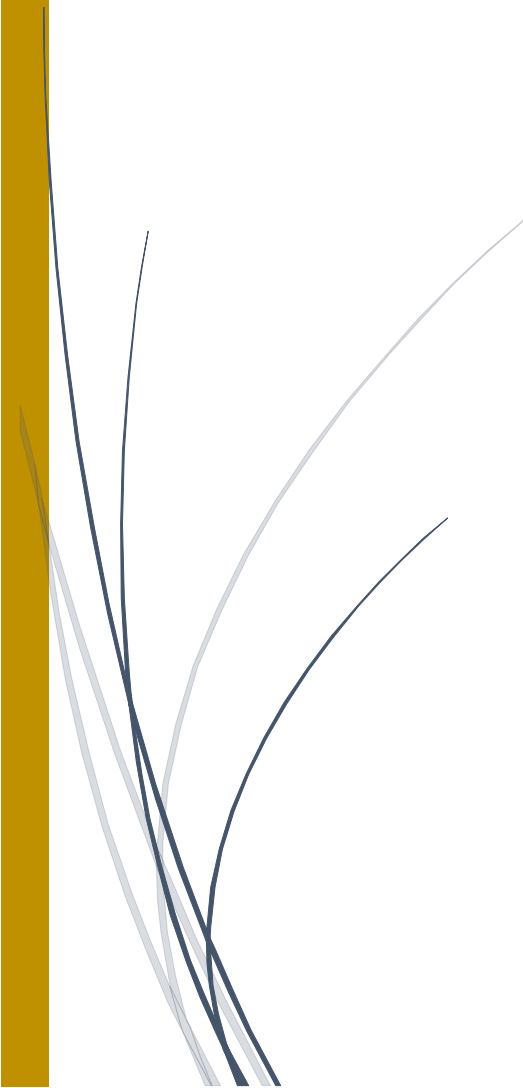
Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.3.5.3.5:		
Performance Indicator	Learners can Identify the three body types		
Strand	Physical Fitness		
Sub strand	Endurance		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: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

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
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)
	<p>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 9
BASIC FOUR

A series of thin, curved lines in shades of blue and grey originate from the bottom left and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 9

BASIC FOUR

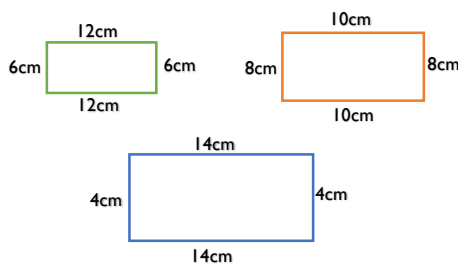
Name of School.....

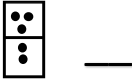
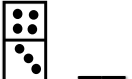
Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.2.1. B4.2.8.1.3. B4.3.7.1.1. B4.3.6.1.2. B4.5.9.1.2. B4.6.1.1.1.	
Performance Indicator		<p>A. Learners can speak clearly and fluently, using the appropriate voice qualities (pace, tone etc.)</p> <p>B. Learners can answer questions based on the passage read</p> <p>C. Learners can use idiomatic expressions appropriately in communication</p> <p>D. Learners can use adverbs of time to modify verbs.</p> <p>E. Learners can construct simple sentences correctly.</p> <p>F. Learners can read a variety of age-and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p><u>Peter Piper</u> 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?</p>	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u> (Presentation)</p> <p>Model a speech: choose a familiar topic and make a short speech on it.</p> <p>Guide learners to discuss the speech.</p> <p>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.</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p style="text-align: center;"><u>B. READING</u> (silent reading)</p> <p>Precede questions with silent reading of the text.</p> <p>In asking questions, follow the steps below: – Pose the question. – Give learners time to reflect. – Call a learner to answer the question.</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		Ask different types of levels of questions.	
Wednesday	<p>learners sing songs and recite familiar rhymes</p> <p>"Ten In The Bed" There were ten in the bed And the little one said, "Roll over! Roll over!" So they all rolled over and one fell out</p>	<p>C. GRAMMAR <i>(Idiomatic Expressions)</i> Present examples of idiomatic expressions in context.</p> <p>Discuss each with learners to bring out its meaning.</p> <p>Have learners use the expressions they have learnt in sentences guided with further examples.</p> <p>Put learners into groups to determine the meaning of given idiomatic expressions in context.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>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.</p>	<p>D. WRITING <i>(Informative Writing)</i> Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write activities of the day.</p> <p>Let each group choose an interesting event and write the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Help learners to organize a radio or TV talk show.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to play the "Tapping Out" Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Complex Sentences)</i> Learners construct simple sentences.</p> <p>Write some of the sentences on the board to guide the discussions on subjects and verbs.</p> <p>Show a large poster of people doing various activities.</p> <p>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.</p> <p>The groups edit and publish the work. Each member keeps a copy.</p> <p>F. EXTENSIVE READING</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

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

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	<ul style="list-style-type: none"> ❖ 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	<p>Engage learners to complete the pattern. Which shape comes next? Draw it</p> <p>□ ○ □ ○ _</p>	<p>Guide learners to construct different rectangles for a given perimeter</p> <p>Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Possible combinations may include;</p>  <p>Assessment: Let learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Have learners to match the shapes.</p> <p>○ △ □ ○ △ □</p>	<p>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</p> <p>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</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Engage learners to draw the circles and shade any three.</p> <p>○ ○ ○ ○ ○ ○ ○</p>	<p>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.</p> <p>Help pupils to come out with the understanding that the area of a figure is</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

		the number of squares required to cover it completely.	
Thursday	<p>Engage learners to count the dots and write each number beside</p>  	<p>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.</p> <p>Ask pupils to tell which unit (cm² or m²) they will use for which activity and why?</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.</p>	<p>Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates.</p> <p>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.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners watch pictures and videos on causes, symptoms and prevention of food borne diseases.</p> <p>Invite a health personnel, SHEP coordinator or personnel from the Food and Drugs Authority (FDA) to give a talk on food-borne diseases.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>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</p>	<p>In pairs, let learners respond to the following questions:</p> <p>(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?</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>

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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners talk about the importance of gardening.</p> <p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition.</p>	<p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>


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)
	<p>Display an image on the board (relating to the topic) but cover it up. Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - 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. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 28		
Learning Indicator(s)	B4.6.I.I.I.		
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)
	<p>Put students into pairs and hand out a wad of sticky notes to each pair.</p> <p>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.</p> <p>The learner who guess right wins</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>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..</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>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.</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>

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)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to create a simple mosaic using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic.</p> <p>Demonstrate and guide learners to make a simple mosaic.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Using questions and answers, review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance. Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

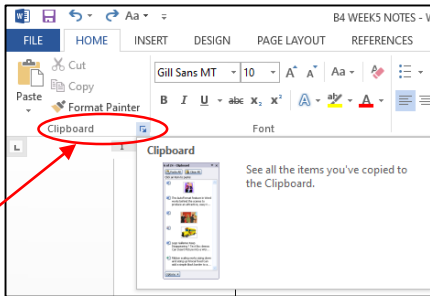
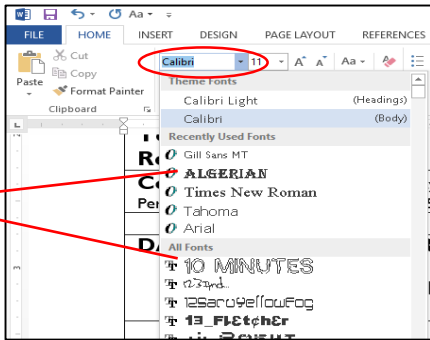
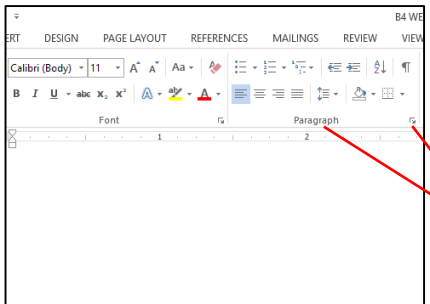
Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 29		
Learning Indicator(s)	B4.5.6.1.1-3		
Performance Indicator	Learners can form compound sentences from simple sentences.		
Strand	Writing Convention And Grammar Usage		
Sub strand	Use of simple and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

Week Ending	
Class	Four
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 53
Learning Indicator(s)	B4.4.4.5
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)
	<p>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.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Assemble a variety of sports equipment, both old and new for learners to classify them into safe and unsafe.</p>  <p>Learners to draw and color their favorite sports equipment.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> <p>Ask learners to summarize what they have learnt.</p>

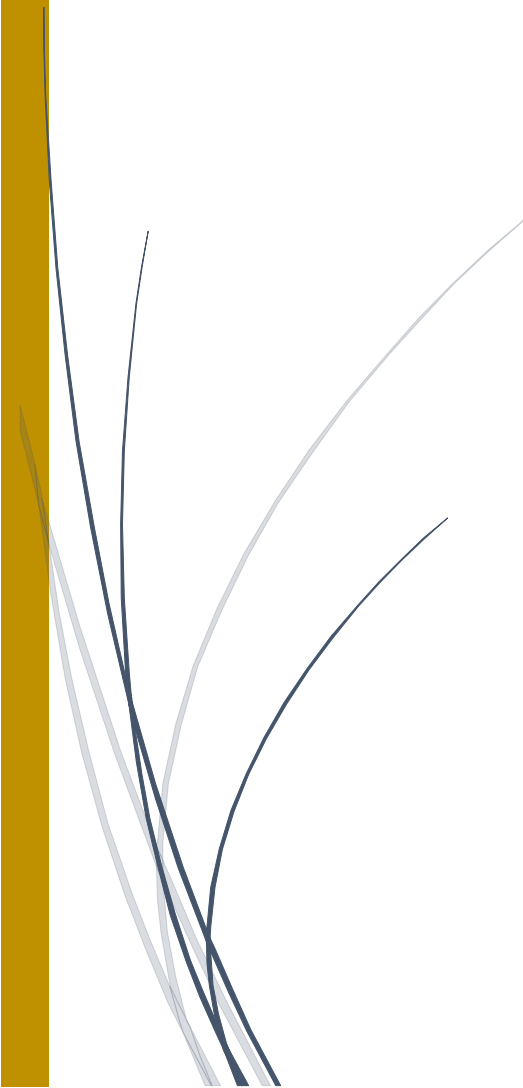
Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.3.1.1.2.
Performance Indicator	Illustrate the use of the clip board, styles, fonts, paragraph and editing.
Strand	Word Processing
Sub strand	Introduction To Word Processing
Teaching/ Learning Resources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

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 10
BASIC FOUR

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 10

BASIC FOUR

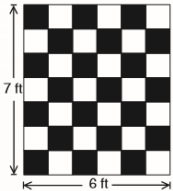

Name of School.....

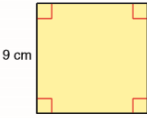

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.3.1-3 B4.2.9.1.1. B4.3.8.1.1. B4.4.15.1.1. B4.5.10.1.1.	
Performance Indicator		<p>A. Learners can gather and select facts and ideas from one or multiple print and/ or non-print sources</p> <p>B. Learners can read grade- level texts at good pace, with accuracy and expression</p> <p>C. Learners can identify and use simple conjunctions</p> <p>D. Learners can write to friends about personal experiences using appropriate letter formats</p> <p>E. Learners can use invented spelling to increase fluency and free writing</p> <p>F. Learners can read a variety of age-and level appropriate books and present a-two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite rhymes</p> <p>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</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Using a model speech which must be provided by the teacher, guide learners to identify:</p> <ol style="list-style-type: none"> i. the purpose of the speech; ii. the audience; iii. the goals set in the context of assigned topics. <p>Guide learners to select interesting topics they want to talk about.</p> <p>Put them into groups and have each group choose a topic.</p> <p>Guide learners to gather ideas from their readers and/or online resources</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite rhymes</p> <p>Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p>B. READING (Fluency)</p> <p>Take learners through pre-reading, while-reading and after-reading activities.</p> <p>In cases where text books are not available, teacher should use carefully selected grade-level appropriate texts.</p> <p>As learners listen and follow in their books, read a paragraph or two aloud</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		<p>at a good pace, with accuracy and expression.</p> <p>Have individuals take turns to practice reading aloud at a good pace, with accuracy and expression.</p>	
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>C. GRAMMAR <i>(Conjunctions)</i></p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <p>The conjunctions so and so that are used to tell what the purpose of something is. They are called conjunctions of purpose</p> <p>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.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p>	<p>Have learners underline the conjunctions in the following sentences.</p> <p>i. I sat down because I was feeling tired.</p> <p>ii. Because we arrived late, we missed the beginning of the play.</p> <p>iii. I took an apple since it was the only fruit in the bowl.</p> <p>iv. Since you have finished your homework, you can help me make dinner</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>D. WRITING <i>(letter writing)</i></p> <p>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Tooting tutors</u> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Let learners spell given words with invented spellings.</p> <p>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.</p> <p>Give learners the meanings of words to identify and spell the words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

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

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.  To find the area, use the area formula for a rectangle. area = length × width $A = 7 \times 6$ $A = 42 \text{ square feet (sq ft) or } 42 \text{ ft}^2$ The area of the floor is 42 ft ² . 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.  Area = length x width Area = l x w $A = 120\text{yd} \times 55\text{yd}$ $A = 6,600\text{yd}^2$ 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.

<p>Wednesday</p>	<p>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.</p>	<p>Guide learners to apply a formula for determining area of a square.</p> <p>You can also use a formula to find the area of a square. Example;</p>  <p>area = side × side $A = s \times s$ ← formula for the area of a square $A = 9 \times 9$ $A = 81$ square centimeters (sq cm) or 81 cm^2</p> <p>Learners to know the other square units for measuring Area</p> <table border="1" data-bbox="678 514 1091 663"> <thead> <tr> <th colspan="2">Other Square Units for Measuring Area</th> </tr> <tr> <th>Customary Units</th> <th>Metric Units</th> </tr> </thead> <tbody> <tr> <td>square inch, sq in., in.²</td> <td>square millimeter, sq mm, mm²</td> </tr> <tr> <td>square yard, sq yd, yd²</td> <td>square decimeter, sq dm, dm²</td> </tr> <tr> <td>square mile, sq mi, mi²</td> <td>square meter, sq m, m²</td> </tr> <tr> <td></td> <td>square kilometer, sq km, km²</td> </tr> </tbody> </table>	Other Square Units for Measuring Area		Customary Units	Metric Units	square inch, sq in., in. ²	square millimeter, sq mm, mm ²	square yard, sq yd, yd ²	square decimeter, sq dm, dm ²	square mile, sq mi, mi ²	square meter, sq m, m ²		square kilometer, sq km, km ²	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Other Square Units for Measuring Area															
Customary Units	Metric Units														
square inch, sq in., in. ²	square millimeter, sq mm, mm ²														
square yard, sq yd, yd ²	square decimeter, sq dm, dm ²														
square mile, sq mi, mi ²	square meter, sq m, m ²														
	square kilometer, sq km, km ²														
<p>Thursday</p>	<p>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"</p>	<p>Have learners use their knowledge in the Area to solve word problems</p> <p>Example: A Baseball field is a square that 90ft along each side, or base line. What is its Area?</p>  <p>Area = side × side Area = s × s $A = 90\text{ft} \times 90\text{ft}$ $A = 8100\text{ft}^2$</p> <p>Assessment: Let learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>												
<p>Friday</p>	<p>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.</p>	<p>Guide learners to construct different rectangles for a given area.</p> <p>E.g. Given an area of say 24cm^2, Have learners to draw about three different rectangles for the same area. Combinations may include ($6\text{cm} \times 4\text{cm}$; $8\text{cm} \times 3\text{cm}$; $12\text{cm} \times 2\text{cm}$, etc.)</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>												

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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>In pairs, learners give examples of food-borne diseases in their localities, i.e. cholera, diarrhea.</p> <p>Learners predict what will happen when someone contracts a cholera or diarrhea.</p> <p>Evaluate learners by asking them to prepare posters on the prevention and control of cholera or diarrhea.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>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</p>	<p>In pairs, learners give examples of food-borne diseases in their localities, i.e. typhoid fever</p> <p>Learners predict what will happen when someone contracts a typhoid fever.</p> <p>Evaluate learners by asking them to prepare posters on the prevention and control of typhoid fever.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>



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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Let learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.</p> <p>Have learners Fill nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.</p> <p>Let learners nurse the seeds in the soil at the required depth and water them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition.</p>	<p>Let learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.</p> <p>Have learners Fill nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.</p> <p>Let learners nurse the seeds in the soil at the required depth and water them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>

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)
	<p>Display an image on the board (relating to the topic) but cover it up. Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - 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. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

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)
	<p>Put students into pairs and hand out a wad of sticky notes to each pair.</p> <p>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.</p> <p>The learner who guess right wins</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>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..</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>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.</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>

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

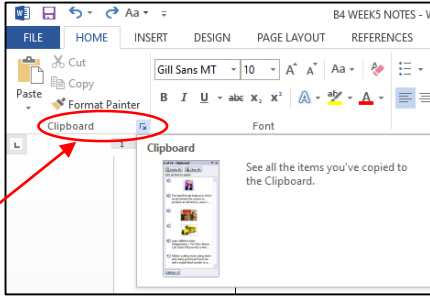
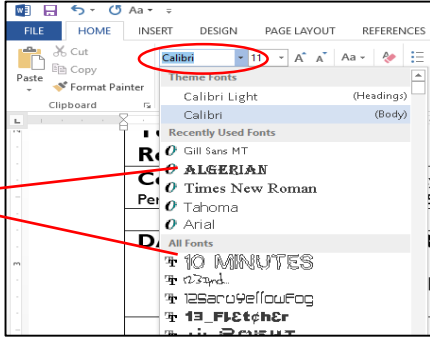
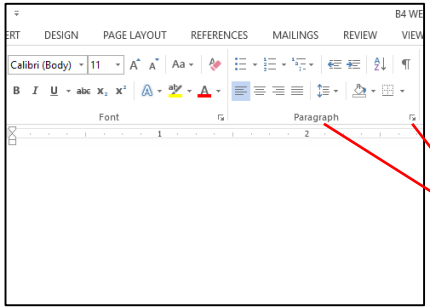
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> 	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners a video or pictures of the dance you want to teach.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Adowa dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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 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	Introduce learners to vocabulary words in a passage. 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.	Ask learners questions to review their understanding of the lesson. 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	Let learners narrate a short story they have heard before. 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 fill in missing the words from short passage.	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 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	Write some words on the board and lead learners to pronounce the words. 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.	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 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)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners identify the difference between physical courage as taking action but care and physically reckless as taking action without care.</p> <p>The former has the key characteristics of observing the rules of the game or sports.</p> <p>Example: a child getting up after falling off a bike. A player going in for a tackle. Running into burning buildings as a firefighter.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

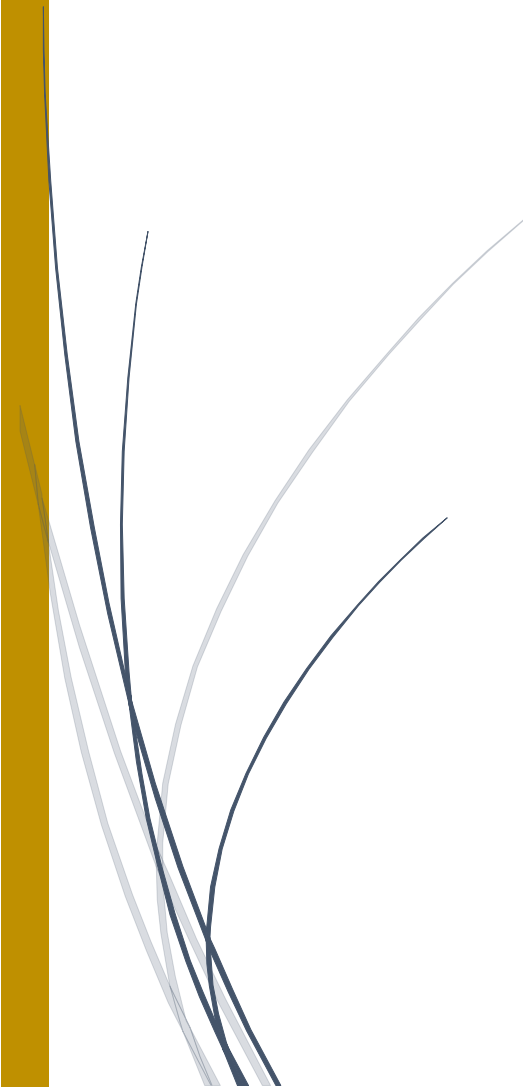
Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.3.1.1.2.
Performance Indicator	Illustrate the use of the clip board, styles, fonts, paragraph and editing.
Strand	Word Processing
Sub strand	Introduction To Word Processing
Teaching/ Learning Resources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

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 11
BASIC FOUR

Abstract, curved lines in shades of blue and grey originate from the bottom left corner and extend upwards and to the right.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 11

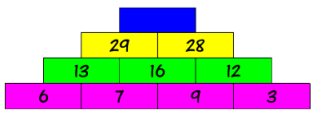
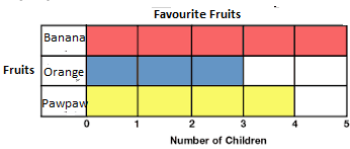
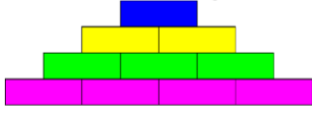
BASIC FOUR

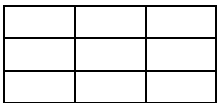
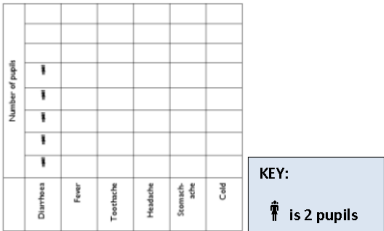
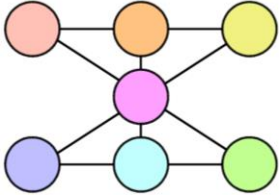
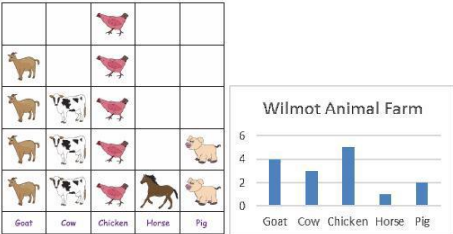
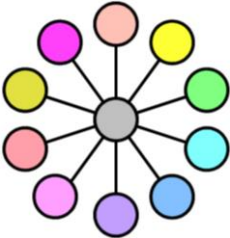
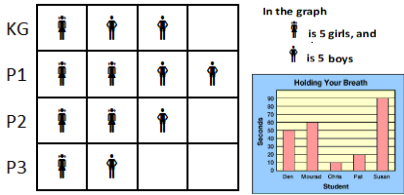
Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.3.4-5. B4.2.9.1.2. B4.3.9.1.1. B4.4.15.1.1. B4.4.15.1.1. B4.5.10.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can support ideas and points with visual resources to convey meaning appropriate to purpose and context</p> <p>B. Learners can use recognition strategies to confirm understanding of level-appropriate texts</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write to friends about personal experiences using appropriate letter formats</p> <p>E. Learners can use invented spelling to increase fluency and free writing</p> <p>F. Learners can read a variety of age-and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Have groups of learners draw pictures to support their ideas or points of view on given topics.</p> <p>Use effective introductions and conclusions.</p> <p>Put learners into convenient groups.</p> <p>Guide them to select topics of interest, plan and present speeches to the class.</p> <p>Guide them to introduce and conclude their speeches appropriately.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>B. READING (Fluency)</p> <p>As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs.</p> <p>Use re-reading, vocabulary and right intonation to self-correct them.</p> <p>Have learners to answer questions based on the text read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>PUSSY CAT. PUSSY CAT.</u></p>	<p>C. GRAMMAR (Modals)</p> <p>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can,</p>	<p>Provide sentences and let learners identify the modals used.</p> <p>i. Please <u>may</u> I see your ticket?</p>

	<p>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.</p>	<p><i>could, would, should, ought to, will, shall, may, might and must</i> may and might (<i>might is past tense of may</i>) Use may and might to talk about things that are possible or likely. e.g. <i>May I borrow your pen</i> <i>We might go to the party later</i></p> <p>Illicit the modals in speech and let learners practice as well.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>ii. John may leave now, but Sally <i>may not</i>.</p> <p>iii. May Kenny come with us to the movies?</p> <p>iv. Take an umbrella. It might rain.</p> <p>v. I may not have time to go swimming tonight.</p> <p>vi. We might go to the party later.</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D.WRITING (Letter Writing)</p> <p>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p>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?</p> <p>Engage learners in the "popcorn reading" game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>E.WRITING CONVENTIONS & GRAMMAR USAGE (Spelling)</p> <p>Let learners spell given words with invented spellings.</p> <p>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.</p> <p>Give learners the meanings of words to identify and spell the words.</p> <p>F.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers. Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a-two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>

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	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>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.</p>  <p>Ask the following questions for children to read and interpret graphs</p> <ol style="list-style-type: none"> How many pupils said they like pawpaw? What is the most favorite food of the class? How many pupils are in the class? Etc. 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																					
Tuesday	<p>Can you make a pyramid with 100 at the top?</p> 	<p>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</p> <table border="1" data-bbox="691 1381 1109 1625"> <thead> <tr> <th>Illness</th> <th>Number of pupils visiting hospital with illnesses</th> <th>Number of objects ¶ in graph</th> </tr> </thead> <tbody> <tr> <td>Diarrhoea</td> <td>10</td> <td>5</td> </tr> <tr> <td>Fever</td> <td>16</td> <td>8</td> </tr> <tr> <td>Toothache</td> <td>4</td> <td>2</td> </tr> <tr> <td>Headache</td> <td>6</td> <td>.</td> </tr> <tr> <td>Stomach-ache</td> <td>8</td> <td>.</td> </tr> <tr> <td>Cold</td> <td>14</td> <td>.</td> </tr> </tbody> </table>	Illness	Number of pupils visiting hospital with illnesses	Number of objects ¶ in graph	Diarrhoea	10	5	Fever	16	8	Toothache	4	2	Headache	6	.	Stomach-ache	8	.	Cold	14	.	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Illness	Number of pupils visiting hospital with illnesses	Number of objects ¶ in graph																						
Diarrhoea	10	5																						
Fever	16	8																						
Toothache	4	2																						
Headache	6	.																						
Stomach-ache	8	.																						
Cold	14	.																						
Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Put a chart with labelled axes on the board; place several cut-outs card of the object. “ ¶ ” on the table.</p> <p>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</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																					

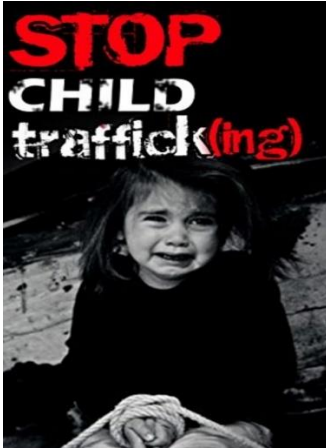
		<p>columns above each illness as in the figure below.</p> 	
Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Give learners several graphs that have used one-to-one correspondence in displaying the same data. For instance, the graph below shows the animals at Mr. Wilmot's farm. Ask children to explain how they are the same and different</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>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</p>  <p>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.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather pattern.</p> <p>Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.</p> <p>Learners, in groups discuss what happens when burning occurs.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>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.</p>	<p>Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc.</p> <p>Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.</p> <p>Evaluate learners by asking them to design posters on the effect of burning on climate change.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>

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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners mention common cultural practices between Ghana and her neighbors. e.g. language, food, farming</p> <p>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</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition.</p>	<p>Learners mention common cultural practices between Ghana and her neighbors. e.g. language, food, farming</p> <p>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</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>

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)
	<p>Display an image on the board (relating to the topic) but cover it up. Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - 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. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

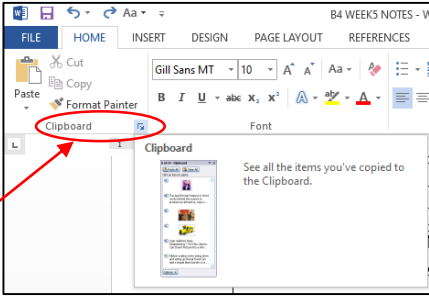
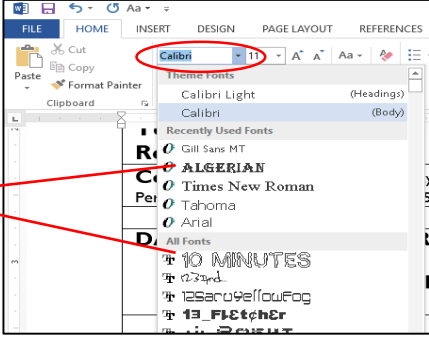
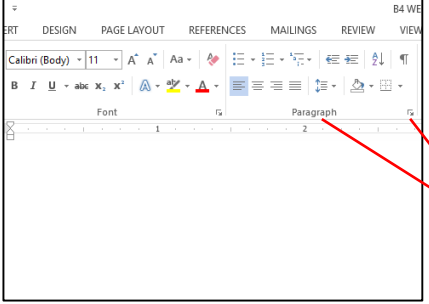
Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 28		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, 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 <i>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..</i> 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 <i>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.</i> 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 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)
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. stop child trafficking.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

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 <u>Hot Cross Buns</u> 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!	Introduce the conjunctions one at a time in context. Elicit examples of sentences with conjunctions from learners. Put on cards simple sentences. e.g. i. <i>Esi is tall. Ama is short.</i> ii. <i>Esi is tall but Ama is short.</i> Use combination drill for learners to practice the use of conjunctions. e.g. i. Learner A: <i>I bought a pen...</i> ii. Learner B: <i>I bought a pen and a notebook.</i> iii. Learner C: <i>I will eat fufu.....</i> iv. Learner D: <i>I will eat fufu or kenkey.</i>	Ask learners questions to review their understanding of the lesson. 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	Elicit examples of sentences with conjunctions from learners. Put on cards simple sentences. e.g. i. <i>Esi is tall. Ama is short.</i> ii. <i>Esi is tall but Ama is short.</i> Use combination drill for learners to practice the use of conjunctions. e.g. i. Learner A: <i>I bought a pen...</i> ii. Learner B: <i>I bought a pen and a notebook.</i> iii. Learner C: <i>I will eat fufu.....</i> iv. Learner D: <i>I will eat fufu or kenkey.</i>	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

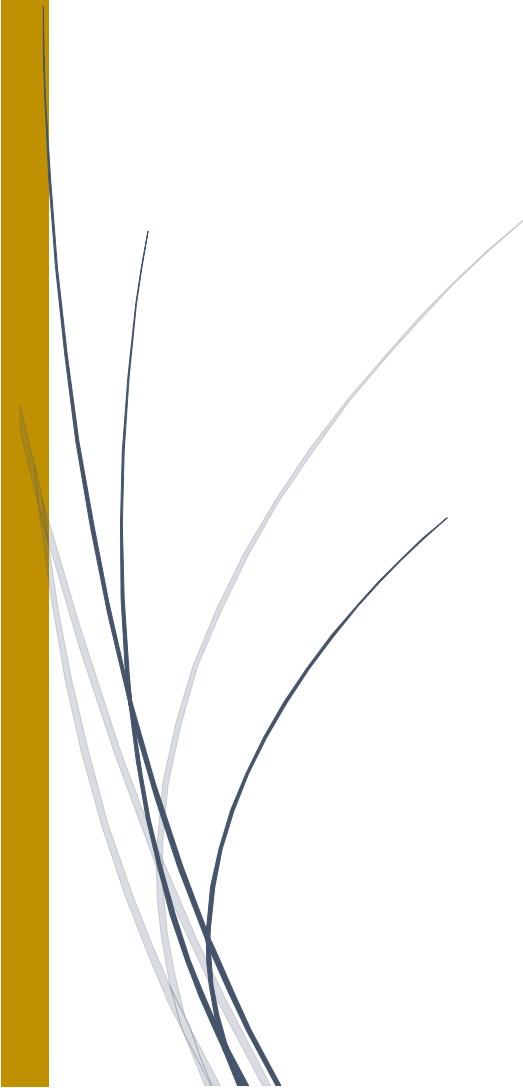
Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 54		
Learning Indicator(s)	B4.5.3.5.3		
Performance Indicator	Demonstrate respect for self, others, and equipment during physical activities.		
Strand	Values And Psycho-Social Concepts		
Sub strand	Group dynamic		
Teaching/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

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)
	<p>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>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.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>

A vertical gold bar on the left side of the page, with a yellow arrow pointing right from its center.

SAMPLE LESSON NOTES-WEEK 12
BASIC FOUR

Abstract, curved lines in shades of blue and grey extending from the bottom left towards the center of the page.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 12

BASIC FOUR

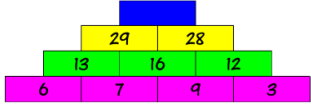
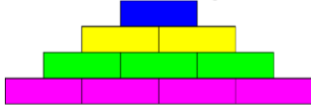
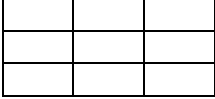
Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.3.6-7. B4.2.9.1.2. B4.3.9.1.1. B4.4.15.1.1. B4.4.15.1.1. B4.5.10.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can elaborate on ideas using explanations and speak with confidence</p> <p>B. Learners can summarize level-appropriate passages/texts orally</p> <p>C. Learners can use prepositions to convey a variety of meanings:</p> <p>D. Learners can write to friends about personal experiences using appropriate letter formats</p> <p>E. Learners can use invented spelling to increase fluency and free writing</p> <p>F. Learners can read a variety of age-and level appropriate books and present a two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Explain the need to elaborate on points made.</p> <p>Present examples.</p> <p>Guide learners to use details, concrete examples, to elaborate on their ideas/points of view on given topics</p> <p>Encourage learners doing presentations to speak before different audiences. e. g. small and large groups</p> <p>Invite a learner and model maintaining eye contact while speaking with him or her.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>B. READING (Summarizing)</p> <p>Learners read and re-read a text to identify the main idea in a given paragraph.</p> <p>Guide learners with examples to restate information read in a few words.</p> <p>Guide learners to write a summary of the passages taking note of the main ideas.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		In pairs or groups, learners summarize specific paragraphs of a passage to be presented to the class.	
Wednesday	<p>Learners to sing songs and recite familiar rhymes</p> <p>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.</p>	<p>C. GRAMMAR <i>(Preposition)</i></p> <p>Have learners describe the positions of classroom objects using such sentences as:</p> <p>i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table.</p> <p>Briefly explain the functions of prepositions.</p> <p>Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table.</p> <p>Write some of learners' answers on the chalkboard and guide them to identify the prepositions.</p>	<p>Provide sentences and let learners identify the modals used.</p> <p>i. Please <u>may</u> I see your ticket? ii. John <u>may</u> leave now, but Sally <u>may not</u>. iii. <u>May</u> Kenny come with us to the movies? iv. Take an umbrella. It <u>might</u> rain. v. I <u>may not</u> have time to go swimming tonight. vi. We <u>might</u> go to the party later.</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. WRITING <i>(Letter Writing)</i></p> <p>Present samples of friendly letters to learners.</p> <p>Let learners read samples in groups and identify important features of friendly letters.</p> <p>Discuss these features with learners.</p> <p>Each group writes a friendly letter (about their personal experiences) showing the important features.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p>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?</p> <p>Engage learners in the "popcorn reading" game</p> <p>The rules are simple: One student starts reading aloud and</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Let learners spell given words with invented spellings.</p> <p>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.</p> <p>Give learners the meanings of words to identify and spell the words.</p> <p>F. EXTENSIVE READING</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a two-paragraph summary of the book read</p>

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

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	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>Examine such features as title, vertical axis and label, horizontal axis and label, key or legend.</p> <p>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.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Can you make a pyramid with 100 at the top?</p> 	<p>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.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p> <p>For example, the graph below on the number of pupils treated for malaria in a school.</p> <p>Ask questions for children to read and interpret graphs.</p> <p>i) How many pupils were treated for malaria in the hospital in April? ii) How many pupils were treated for malaria in the hospital in May and June?</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>Give learners several graphs that have used many-to-one correspondence in displaying the same data.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>



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

Week Ending			
Class	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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners watch pictures and videos or charts showing burning of fossil fuel and changing weather pattern.</p> <p>Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.</p> <p>Learners, in groups discuss what happens when burning occurs.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>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.</p>	<p>Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc.</p> <p>Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.</p> <p>Evaluate learners by asking them to design posters on the effect of burning on climate change.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>

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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Brainstorm with learners on the definition of rocks.</p> <p>Let learners give examples of items made from rocks.</p> <p>Learners discuss the importance of rocks e.g. building houses and constructing roads.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition.</p>	<p>Let learners present a chart on the different types of rocks.</p> <p>Learners to bring samples of the types to class for observation.</p> <p>Learners role play some of the uses of rocks</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>

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)
	<p>Display an image on the board (relating to the topic) but cover it up. Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - 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. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

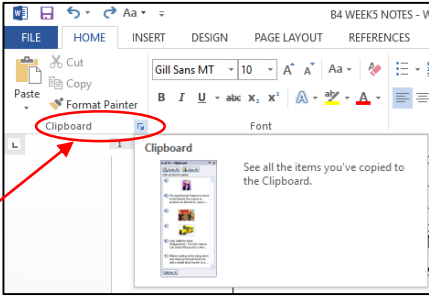
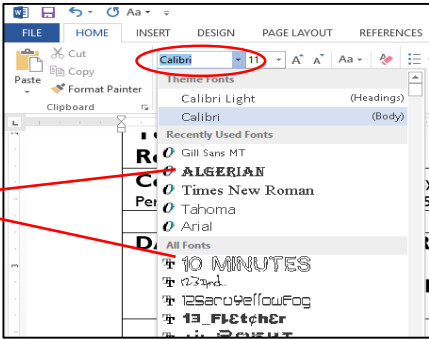
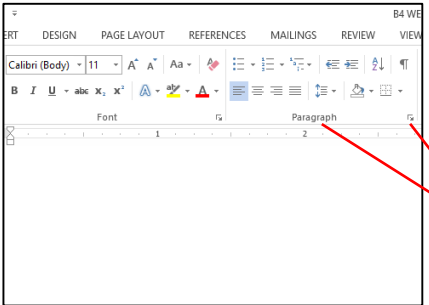
Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 28		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, 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 <i>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..</i> 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 <i>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.</i> 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)	B4.1.4.6 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: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i> 	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)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide Learners to identify the difference between physical courage and physically reckless.</p> <p>Physical courage; Physically reckless;</p> <p>Engage learners in physical activities for to observe acts of physical courage and physical reckless.</p> <p>The former has the key characteristics of observing the rules of the game or sports.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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)
	<p>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>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.</p>   	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>