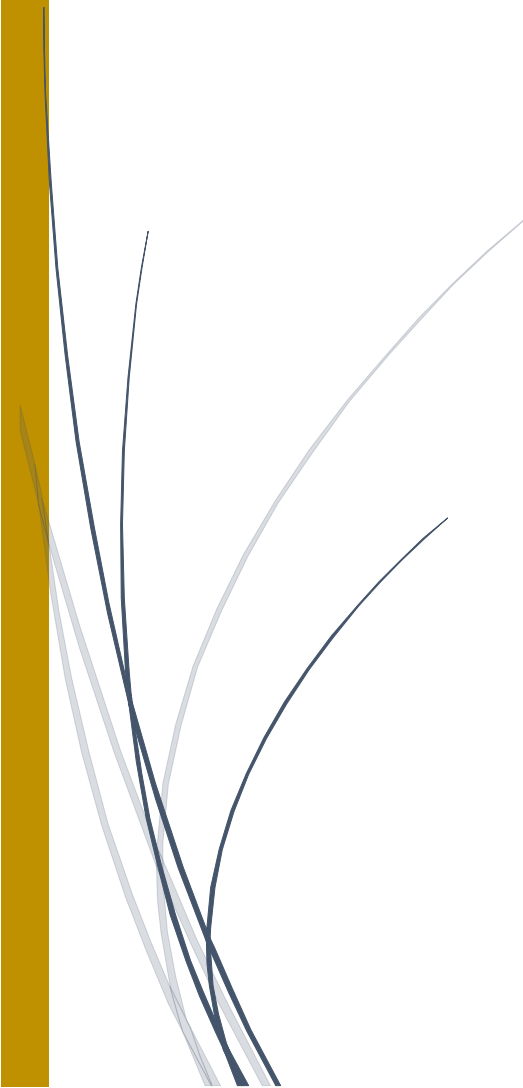


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SAMPLE LESSON NOTES-WEEK 2
BASIC SIX


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 2

BASIC SIX

Name of School.....

Week Ending																		
Class	Six																	
Subject	ENGLISH LANGUAGE																	
Reference	English Language curriculum																	
Learning Indicator(s)	B6.1.6.3.1. B6.2.6.4.1. B6.3.5.1.7. B6.4.13.2.2 B6.5.8.1.1. B6.6.1.1.1																	
Performance Indicator	<p>A. Learners can engage in collaborative conversation with unfamiliar audience</p> <p>B. Learners can recognize how words are formed through compounding</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on 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 help the farmer in his daily works.</p> <p>Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Type of vegetable</th> <th>Tally marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> Cabbage</td> <td></td> <td></td> </tr> <tr> <td> Tomato</td> <td></td> <td></td> </tr> <tr> <td> Bell pepper</td> <td></td> <td></td> </tr> <tr> <td> Onion</td> <td></td> <td></td> </tr> </tbody> </table>	Type of vegetable	Tally marks	Number	Cabbage			Tomato			Bell pepper			Onion			<p>A. <u>ORAL LANGUAGE</u> (Conversation. Pg. 158)</p> <p>Show a video of a talk show or introduce a talk show by drawing on learners' background knowledge of such activities on TV.</p> <p>Identify an interesting topic e.g. "Children should not do WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation.</p> <p>Put learners in groups and let them choose topics for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation</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>
Type of vegetable	Tally marks	Number																
Cabbage																		
Tomato																		
Bell pepper																		
Onion																		
Tuesday	<p>Put learners into groups. Have learners role-play one of their best adverts on TV.</p> <p>Sit down and have fun. The group with the best shows wins.</p>	<p>B. <u>READING</u> (Vocabulary. Pg 173)</p> <p>Have learners refresh their knowledge on affixes – prefixes and suffixes – , acronyms and blending using examples.</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>Learners choose words with given affixes and use them appropriately in sentences.</p> <p>Introduce compound words in context and have learners identify their components. E.g. breakfast = break, fast; classroom = class, room.</p> <p>Put learners into groups to build more compound words</p>									
Wednesday	<p>Ask learners to find as many words they can from the crossword puzzle below.</p> <p>B T Z R A N G R Y G O K L T H R Q N M L E X C I T E D A T A H S U R P R I S E D D B C E R A F H K G S V A D O N E Y O J A C L A U H A P P Y D X M B D K L Z S W</p> <p>Have learners read their word list to the whole class.</p>	<p>C. GRAMMAR (Verbs. Pg. 188)</p> <p>An imperative form of verb is one that tells someone to do something, so that the sentence it is in becomes an order or command. E.g. <u>finish</u> your work.</p> <p>Guide learners to give examples of sentences demonstrating their knowledge of imperative form of verb. e.g. <u>Break</u> the glass, and you will <u>pay</u> for it.</p> <p>Imperative form of verbs doesn't give room for further questions.</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>Begin a story for one minute and let your learners finish the story on their own</p>	<p>D. WRITING (argumentative writing. Pg. 207)</p> <p>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</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>Have learners to sing songs and recite some familiar rhymes. Example: "Peter Piper" Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions)</p> <p>Revise the use of conjunctions learners have learnt. e.g. <i>and, but, or, nor, so that, when, while, if, unless</i> etc. to express purpose, time, condition etc.</p> <p>Learners write stories on topics of their choice using the conjunctions to link ideas in their sentences.</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="1133 1507 1386 1604"> <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> <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>	Since	and	While	but	so	then		if
Since	and										
While	but										
so	then										
	if										

	<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>Have learners peer-edit one another’s work.</p> <p><u>F. EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p><i>4. We flew our kite.....the wind blew.</i></p> <p><i>5. I will eat my vegetables.....I can have a cookie for dessert.</i></p> <p><i>6. I can go out to play.....I finished all of my homework.</i></p> <p><i>7. Will brought a pail and shovel to the beach.....he could build a sandcastle.</i></p> <p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 122		
Learning Indicator(s)	B6.1.1.3.1		
Performance Indicator	Learners can determine the HCF and the LCM of two or three numbers using prime factors		
Strand	Number		
Sub strand	Counting, Representation & Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks		
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!	Have learners revise the use of the factor tree method to determine prime factors of any given whole number. For example the prime factors of 24. For instance, from the figure: $24 = 2 \times 2 \times 2 \times 3$ so 2 and 3 are the prime factors of 24. Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have $36 = 2 \times 3 \times 2 \times 3 = 2 \times 2 \times 3 \times 3$ and $48 = 2 \times 3 \times 2 \times 2 \times 2 = 2 \times 2 \times 2 \times 2 \times 3$.	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.	Guide learners to determine the highest common factor of given numbers. For example: 15 and 20 $15 = \{1, 3, 5, 15\}$ $20 = \{1, 2, 4, 5, 10, 20\}$ The common factors = $\{1, 5\}$ Hence HCF = $\{5\}$ Learners use the prime factorization by inspection to determine the HCF by underlining the common factors in each product $36 = 2 \times 2 \times 3 \times 3$ $48 = 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 3 = 12$; Assessment: have learners to practice with more examples.	Give learners task to complete while you go round the class to support those who might need extra help.


Wednesday	<p>Engage learners to cut out some 2D shapes at your start signal.</p> <p>Have learners to paste the cut outs on the classroom wall</p>	<p>Guide Learners to use the prime factorization by inspection to determine the LCM and underlining the largest number of factors in each product $36=2 \times 2 \times 3 \times 3$ $48= 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$</p>	
Thursday	<p>Give learners brain teasers to solve.</p> <p>1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?</p> <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>Guide Learners to use the prime factorization by inspection to determine the LCM and underlining the largest number of factors in each product $36=2 \times 2 \times 3 \times 3$ $48= 2 \times 2 \times 2 \times 2 \times 3 \rightarrow$ which is $2 \times 2 \times 2 \times 2 \times 3 \times 3 = 144$</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>
Friday	<p>Have learners to create patterns of two objects to making meaning.</p>	<p>Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles $\rightarrow 2 \times 2 \times 3 = 12$; and the LCM is product of factors in the diagram $\rightarrow 3 \times 2 \times 2 \times 3 \times 2 \times 2 = 144$</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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.4.1.2.1		
Performance Indicator	Learners can measure the temperature of a body using a thermometer		
Strand	Forces And Energy		
Sub strand	Forces & 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 I: 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 dance in moves you instruct them to do Example: i. Dance as slowly as you can while still moving your body for the entire song. ii. who can do the most jumping jacks (or jumps) for the duration of the song. The winner chooses the next move!	Assist learners to reflect on their previous knowledge on heat and temperature (temperature refers to the degree of hotness of a body). Provide clinical and laboratory thermometers or show pictures of different types of thermometers. Learners identify the equipment and where and when it is used.	Have learners to write some interesting facts or terms on a sheet of paper, put it in their pockets and learn it on their way home. Call learners at random to summarize the important points of the lesson. Give learners task to complete at home.
	Play games and sing songs to begin the lesson. Using questions and answers, review learners understanding of the previous lesson.	Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. Some learners share experiences of how their body temperatures were measured on a visit to a health center. Learners demonstrate the use of thermometers to measure temperature of their bodies and that of warm water.	Write 8 to 10 words on the board and have learners find a connection between them. Example: Thermometer Hotness Coldness Temperature Health center

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 56		
Learning Indicator(s)	B6.4.1.1.2.		
Performance Indicator	Learners can describe skills for resolving conflict in the school, family and community		
Strand	All Around Us		
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 in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Learners explain domestic violence and conflict. Learners discuss the causes of domestic violence and conflict in the family. Learners share experiences of domestic violence and conflict in the community.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Discuss the effects of domestic violence on the family. Learners role play peaceful resolution of conflict in the school, family and community.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.


Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.1		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & 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>Create a competition and lets learners recite a tongue twister without a mistake Example: <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 peppers. Where's the peck of pickled peppers Peter Piper picked?</p>	<p>Revise with learners the roles they can play to promote harmony in the family:</p> <p>Let learners, in pairs or in groups, list roles other family members can play to ensure harmony in the family: relatives must be respectful, obedient, caring, protective, defensive, humble, etc.</p> <p>Ask learners to dramatize or role-play the duties of their grandparents, uncles, cousins, aunts, etc., in molding their character.</p>	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.</p>

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 44
Learning Indicator(s)	B6.6.1.1.1
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
Teaching/ Learning Resources	Wall charts, wall words, 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>Create a competition and lets learners recite a tongue twister without a mistake Example: 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>Ghana's fourth republic begun in 1992 when a new constitution was introduced. This constitution came into effect on January 7 1993.</p> <p>Using pictures and charts, list the names of all the Presidents of the Fourth Republics and their dates of tenure.</p> <p>JOHN AGYEKUM KUFOUR John Agyekum Kufour as the second president of the republic of Ghana was on 8th December 1938. He had his tertiary education in UK, London and Exeter College, Oxford. After his return from the united kingdoms, he once became the chairman of the Kumasi Asante Kotoko football club. He also represented the Atwima Nwabiagya in parliament in the second and third republics. He stood for the presidential candidate of the NPP against the ruling government NDC led by J.J Rawlings and won the 2000 general elections. John Agyekum Kufour become the second president of the fourth republic and ruled the country for eight years (2001-2008).</p>	<p>Ask learners to tell what they have learnt.</p> <p>Let learners write a summary of the lesson to a class mate who was absent from school.</p> <p>Give learners task to complete at home.</p>
	<p>Engage learners to play the ball game. Write some new words in the lesson on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on.</p>	<p>Ghana's fourth republic begun in 1992 when a new constitution was introduced. This constitution came into effect on January 7 1993.</p> <p>Using pictures and charts, list the names of all the Presidents of the Fourth Republics and their dates of tenure.</p> <p>PROFESSOR JOHN EVANS ATTA MILLS</p>	<p>What have we learnt today?</p> <p>Presidents of the Fourth Republics.</p> <p>Learners must say or write 10 words to express their thoughts of the lesson.</p> <p>Give learners task to complete at home.</p>



Professor John Evans Atta Mills was born on 21st July 1944 in Tarkwa in the Western Region of Ghana. He had his secondary education at the Achimota school and then to the university of Ghana, Legon where he obtained a law degree LLB in 1967. Professor John Evans Atta Mills was appointed by J.J Rawlings to be his running mate in the 1996 elections. He became the presidential candidate for the NDC after Rawlings had served all his terms. He won the 2008 general elections to become the third president of the fourth republic. He remains the only president to have died while in office in the history of Ghana's politics.

Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.2.1.1.3.		
Performance Indicator	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world		
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)
	<p>Learners sing songs and recite rhymes about work.</p> <p>Learners mention some performing artworks produced in Ghana.</p> 	<p>Get learners to study and explore some performing artworks of international artist. Example: Fela Anikulapo Kuti</p> <p>Fela Anikulapo Kuti was a Nigerian popular musician who played many instruments and who used many instruments in his music. He was composer, a performer and a dance. He was also a human rights activist and which reflected in most of his songs. While in school he formed koola lobitos band. His songs were mostly sung in Nigerian pidgin English.</p> <p>Play one of Fela Anikulapo video clips for learners to watch and listen</p> <p>Let pupils listen attentively to the instrumentations and the patterns</p> <p>Discuss the performance style with learners</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of Fela Anikulapo Kuti in groups</p>
	<p>Call learners to recall some history facts about Fela Anikulapo Kuti</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Guide pupils to develop rhythmic motives from the instrumental patterns</p> <p>Guide pupils to create and expand the motives.</p> <p>Let learners create music with the motives.</p> <p>Record performance of learners</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners watch the recorded performance and appreciate their own artworks</p>

Week Ending	
Class	Six
Subject	GHANAIAI LANGUAGE
Reference	Ghanaian Language curriculum Page 72
Learning Indicator(s)	B6.1.10.1.1-3
Performance Indicator	Learners can recognize and use landmarks to give directions to your school and home
Strand	Oral Language
Sub strand	Giving & Following Commands
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>Lead learners to sing a song.</p> <p>Engage learners to play the crossword game</p> <p>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.</p>	<p>Explain to learners what landmarks are.</p> <p><i>A landmark is an object or feature of a place that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</i></p> <p>Ask learners to mention some landmarks that they see in their communities. <i>e.g. church buildings, Mosque, police station, market, hospital etc.</i></p> <p>Show learners a picture of a town with some important landmarks like Bank, church, mosque, big tress etc.</p> <p>Let learners recognize landmarks in their area.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</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>Mention a landmark in the community.</p> <p>Show a picture of a town with some important landmarks like Bank, church, mosque, etc.</p> <p>Lead the learners to recognize the landmarks in the picture.</p> <p>Ask a learner to give directions from the landmark to the home.</p> <p>Assist learners to use other landmarks to give directions to their house.</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 play games and sing songs to begin the lesson.</p>	<p>Show a picture of a town with some important landmarks like Bank, church, mosque, etc.</p> <p>Assist learners to use the landmarks to give directions to their school.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
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Week Ending	
Class	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B6.1.10.1.13
Performance Indicator	Learners can dribble and pass a ball to a partner while being guarded.
Strand	Motor Skill & Movement Patterns
Sub strand	Locomotive Skills
Teaching/ Learning Resources	Pictures and Videos
Core Competencies Personal Development and Leadership Skills	

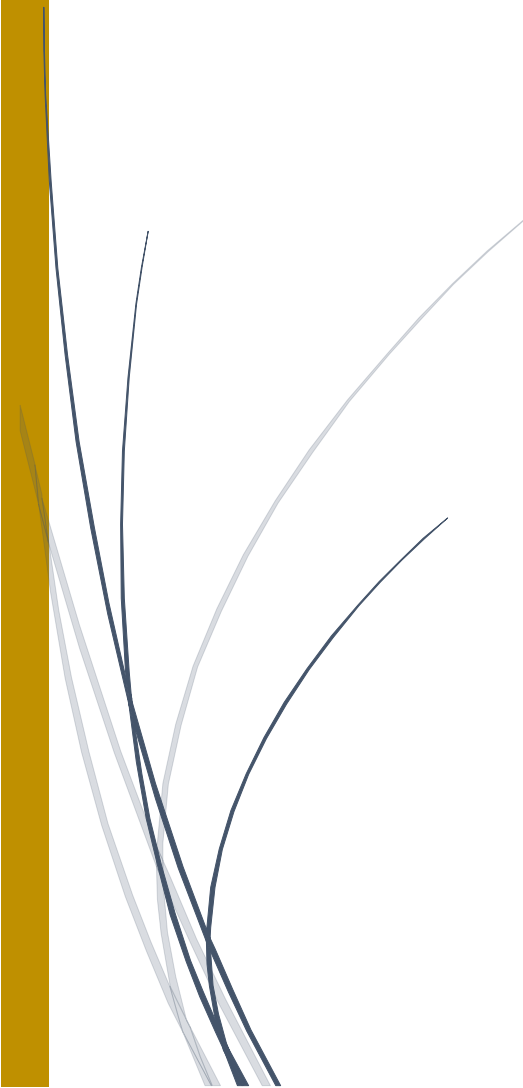
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Arrange five cones with partners standing at the opposite sides about 5m away from the cones facing each other.</p> <p>Learners dribble through the cone freely.</p> <p>Learners dribble while being prevented or guarded by their peers in pairs and in a group.</p> <p>Learners practice base on their capabilities and progress at their own pace.</p> <p>Learners' practice dribbling in handball, football/basketball base on facilities and material available</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

Week Ending	
Class	Six
Subject	COMPUTING
Reference	Computing curriculum Page 46
Learning Indicator(s)	B6.6.3.1.1.-5
Performance Indicator	Learners can recognize and explore with resource locators (URLs).
Strand	Word Processing
Sub strand	Surfing The Worldwide Web
Teaching/ Learning Resources	Set of computers connected to the internet
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>Put learners into 2 teams. Let each team present a player who is very good in playing the Zuma game.</p> <p>The first person to finish a level wins. Teams must bring out a new player for each level.</p>	<p>Guide learners to identify what URLs is. Group learners into groups of five or less, to explore on how to recognize URLs so as to aid learners to locate a resource on the web.</p> <p>Give learners a project on how to jump directory to URLs.</p> <p>Guide learners to investigate how to return to a URL.</p> <p>Guide learners to discuss on how to find items on a page. Guide learners present their ideas or findings to class.</p> <p>Guide learners on how to print pages e.g. selected pages, only selected pages etc.</p> <p>NB: This is to help the learner with fundamental principle of problem solving skills and creativity in computing and Computer Science.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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SAMPLE LESSON NOTES-WEEK 3
BASIC SIX

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SCHEME OF LEARNING- WEEK 3

BASIC SIX

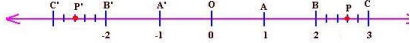
Name of School.....

Week Ending			
Class	Six		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B6.1.6.3.2. B6.2.6.4.2. B6.3.9.1.1. B6.4.13.2.3 B6.5.8.1.1. B6.6.1.1.1.		
Performance Indicator	<p>A. Learners can demonstrate turn taking in conversation on different topics</p> <p>B. Learners can recognize the playful use of words in spoken and written language</p> <p>C. Learners can use modals to express a variety of meanings</p> <p>D. Learners can establish and maintain a formal style..</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read and critique a variety of age- and level appropriate books</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 play games to get them ready for the lesson</p> <p><u>There Was a Crooked Man</u> There was a crooked man, and he walked a crooked mile. He found a crooked sixpence upon a crooked stile. He bought a crooked cat, which caught a crooked mouse, And they all lived together in a little Crooked house.</p>	<p style="text-align: center;">A. ORAL LANGUAGE</p> <p>Through discussion, guide learners to identify some current or recent events.</p> <p>Choose one such event and engage in a model conversation with a learner earlier prepared.</p> <p>Converse on a given topic with a learner as others watch.</p> <p>Let learners, converse in pairs on different topics after the example.</p> <p>Encourage them to follow the rules of conversation.</p> <p>Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <p>Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards.</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>Tuesday</p>	<p>Engage learners to solve this riddle</p> <p>There are three houses. One is red, one is blue and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right of the house in the middle, where is the white house?</p>	<p>B.READING (<i>Vocabulary. Pg173</i>)</p> <p>Demonstrate the use of playful words in spoken and written language e.g. jokes, riddles, puns</p> <p>Introduce these one at a time.</p> <p>Provide and discuss examples.</p> <p>Learners play games with the activity in pairs/groups.</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>Gather 20 objects that can be found in the classroom and lay them all out on the desk. 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.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>C.GRAMMAR (<i>Modals</i>)</p> <p>Revise modal auxiliaries.</p> <ul style="list-style-type: none"> - Can: conveys ability - May: asks for permission, expresses politeness, possibility - Must: obligation or compulsion, necessity - Shall/will: prediction, intention, determination etc. - Could: tentativeness, politeness - Would: politeness etc. - Might: possibility - Should: obligation - Used to: for past activity/event - Have to/ought to/need to: for obligation <p>Introduce them in context one or two at a time.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings such as politeness.</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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>D.WRITING (<i>Argumentative writing. Pg. 207</i>)</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 learners in groups to present full compositions using 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>Have learners to sing songs and recite some familiar rhymes. Example: "Peter Piper" Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked;</p>	<p>E.WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Conjunctions</i>)</p> <p>Revise the use of conjunctions learners have learnt. e.g. <i>and, but, or, nor, so that, when, while, if, unless etc.</i> to express</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>If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</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>purpose, time, condition etc.</p> <p>Learners write stories on topics of their choice using the conjunctions to link ideas in their sentences.</p> <p>Have learners peer-edit one another's work.</p> <p style="text-align: center;"><u>F.EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 127		
Learning Indicator(s)	B6.1.2.5.1 B6.1.2.6.1		
Performance Indicator	<ul style="list-style-type: none"> ❖Learners can solve multi step word problems involving the four basic operations ❖Learners can locate, compare and order sets of integers using the number line and symbols "< or >" 		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks		
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	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	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 model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	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 role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving subtraction and division and solve	Give learners task to complete while you go round the class to support those who might need extra help.
Thursday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed	Give learners task to complete while you go round the class to support those who might need extra help.
Friday	Engage learners to sing the song	Use number line to help learners to identify integers as opposites of	Give learners task to complete while you go round



	<p><u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.</p>	<p>whole numbers by answering the following questions: i. Which integer is at the point marked <i>B</i> ? ii. Which integer is larger than <i>B</i> and which is smaller? iii. How many steps away from <i>B</i> is <i>B</i> ?</p> 	<p>the class to support those who might need extra help.</p>
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Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B6.5.1.1.1		
Performance Indicator	Learners can identify the causes and effects of foul body odor on humans and how it can be prevented		
Strand	Humans & The Environment		
Sub strand	Personal Hygiene & Sanitation		
Teaching/ Learning Resources	Soap, water, dirty clothes		
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 in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Learners, in groups, discuss the causes of body odor. Prepare personal hygiene cards/posters for each learner in the group to write one cause of foul body odor and how it can be prevented. Learners pair-share their ideas and present to the whole class.	Have learners to say 10 things about the lesson. Let learners summarize the important points of the lesson. Give learners task whiles you go round to give support.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Learners, in groups, discuss the causes of body odor. Prepare personal hygiene cards/posters for each learner in the group to write one cause of foul body odor and how it can be prevented. Learners pair-share their ideas and present to the whole class.	Have learners to say 10 things about the lesson. Let learners summarize the important points of the lesson. Give learners task whiles you go round to give support.

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 58		
Learning Indicator(s)	B6.4.1.2.1.		
Performance Indicator	Learners can explain the importance of public accountability		
Strand	All Around Us		
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)
	Write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word. Using questions and answers, review learners understanding of the previous lesson.	Learners explain public accountability e.g. Public <i>Accountability is a process by which people are held responsible for their actions and activities in the society</i> Learners discuss the importance of public accountability in promoting social justice e.g. i. <i>Peace building avoids conflicts.</i> ii. <i>When there are no conflicts people work together.</i> iii. <i>People see themselves as one people.</i> iv. <i>Everybody contributes to development.</i>	Let learners write on a piece of paper the following; 3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lessson. Give learners task to complete at home.
	Write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word. Using questions and answers, review learners understanding of the previous lesson.	In groups learners identify ways by which people can be held accountable for their stewardship e.g. i. development of self-consciousness about accountability ii. ensuring compliance to rules and regulations iii. awareness that there are societal institutions to ensure your compliance e.g. court action, report to the police, etc.	Let learners write on a piece of paper the following; 3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lessson.

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.1		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Get 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	Revise with learners the roles they can play to promote harmony in the family: Let learners, in pairs or in groups, list roles other family members can play to ensure harmony in the family: relatives must be respectful, obedient, caring, protective, defensive, humble, etc. Ask learners to dramatize or role-play the duties of their grandparents, uncles, cousins, aunts, etc., in molding their character.	Let learners write on a piece of paper the following; 3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 44
Learning Indicator(s)	B6.6.1.1.1
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
Teaching/ Learning Resources	Wall charts, wall words, 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>Lead learners to sing a song.</p> <p>Engage learners to play the crossword game</p> <p>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.</p> <p>Let learners talk about the pictures.</p> 	<p>Ghana's fourth republic begun in 1992 when a new constitution was introduced. This constitution came into effect on January 7 1993.</p> <p>Using pictures and charts, list the names of all the Presidents of the Fourth Republics and their dates of tenure.</p> <p>John Dramani Mahama born on November 1958 in Damango in the West Gonja District of Ghana became the fourth president of the fourth republic after winning the 2012 general elections. He ruled for four years (2013-2016). He also remains the only president. to have lost the elections after his first term in office.</p> <p>Nana Addo Dankwa Akuffo Addo born on 29th march 1940 became the fifth president of the fourth republic after winning the 2016 general elections. He is the current president of Ghana.</p>	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.</p> <p>Give learners task to complete at home</p>
	<p>Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.</p> <p>Using questions and answers, review learners understanding of the previous lesson.</p>	<p>Show and discuss a documentary on the inauguration of a new President of Ghana.</p> <p>Learners recount an inauguration they have witnessed or seen on Television.</p> 	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.</p> <p>Give learners task to complete at home</p>

Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.1.2.2.3 B6.1.2.3.3		
Performance Indicator	Learners can create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world		
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)
	<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>Learners are to explore the local environment to select available materials and tools that are good for making artworks.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Learners to sing songs and play games to get them ready for the lesson</p> 	<p>Allow learners to practice in groups following the steps provided</p> <p>Sort out your materials an tools needed to make the pot. e.g. clay, rollers, scrappers, modeling tools, piercing tool, trimming tool etc.</p> <p>Ensure that learners use the right methods. e.g. pinching, coiling and the slab method.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 73		
Learning Indicator(s)	B6.1.1.1.1-3		
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can recognize and discuss the causes accidents that occur at home, school, roads, etc. ❖ Learners can discuss some safety measures to prevent accidents that occur at home, school and on roads. 		
Strand	Oral Language		
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>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>Show learners a picture of a vehicle involved in a road accident.</p> <p>Have learners to observe and talk about the picture. Let learners mention they see in the picture.</p> <p>Using the whole class discussion method, engage learners to talk about the picture using the appropriate descriptive words.</p> <p>Let learners recognize and mention accidents that occur at home, school, and on the roads.</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 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</p>	<p>Through brainstorming, ask learners to say some of the causes of accidents.</p> <p>Show learners a picture of a fallen tree. Ask learners what they think caused the tree to fall.</p> <p>Put learners in groups and give each group specific accident scene and ask the learners to brainstorm the causes.</p> <p>Each group should discuss with the class the causes for each given accident.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<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</p>	<p>Put learners into groups to discuss the accidents that occur in school, home, road etc. previously allocated to them.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

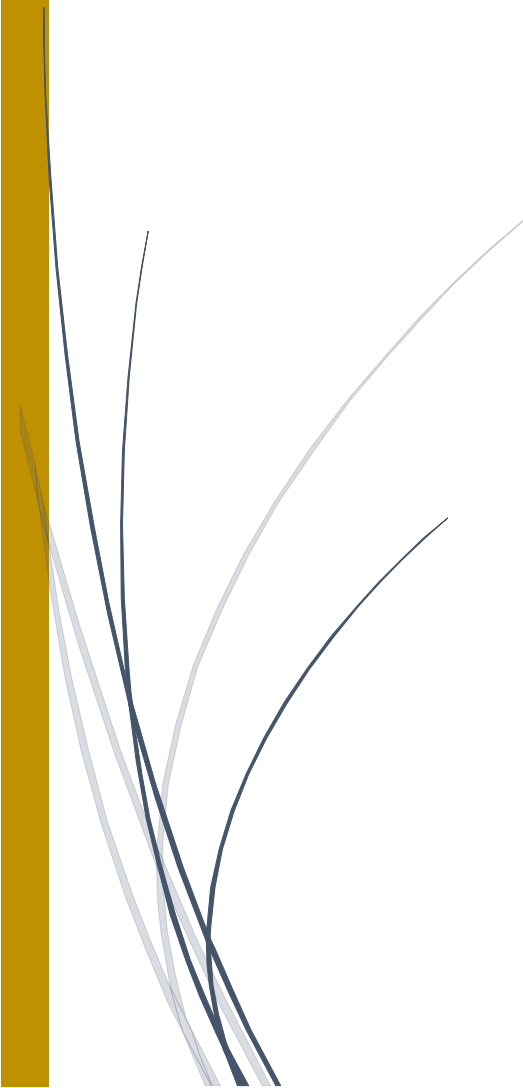
	<p>comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Let the group discuss the preventive and safety measures for those incidents.</p> <p>Let each group discuss the safety measures of the given accident to the whole class</p>	
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Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.1.11.1.14		
Performance Indicator	Learners can dribble a ball and kick (shoot) it towards a goal while being guarded		
Strand	Motor Skill & Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these skills such as agility, precision, power, direction, coordination			
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>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Arrange 5 cones in front of a goal post. The last cone should be about 5-10m away from the target or the goal post.</p> <p>Learners in front with the ball dribbles through the cones base on their capabilities and after the last cone kicks it into the goal post.</p> <p>Learners progress at their own pace.</p> <p>Learners play mini football game in groups.</p> <p>Learners cool-down to end the lesson</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 47		
Learning Indicator(s)	B6.6.4.1.1-4		
Performance Indicator	Learners can Show how to create and delete a favorite link.		
Strand	Word Processing		
Sub strand	Favorite Places And Search Engines		
Teaching/ Learning Resources	Pictures		
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>Put learners into 2 teams. Let each team present a player who is very good in playing the Zuma game.</p> <p>The first person to finish a level wins. Teams must bring out a new player for each level.</p> <p>Teacher can choose other games that improves Mousing or keyboarding skills</p>	<p>Guide learners to create an Internet favorite link.</p> <p>Guide learners to delete a favorite link they have created.</p> <p>Guide learners to create a favorite folder or subfolder.</p> <p>Help learners by aiding them through the necessary steps to create a favorite folder.</p> <p>Guide learners to use the links toolbar.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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SAMPLE LESSON NOTES-WEEK 4
BASIC SIX

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SCHEME OF LEARNING- WEEK 4

BASIC SIX

Name of School.....

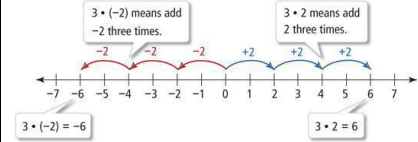
Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.7.1.5. B6.2.6.4.2. B6.3.9.1.1. B6.4.13.2.4 B6.5.9.1.1.	
Performance Indicator		<p>A. Learners can express own opinions about the details of texts</p> <p>B. Learners can recognize the playful use of words in spoken and written language</p> <p>C. Learners can use modals to express a variety of meanings</p> <p>D. Learners can provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic.</p> <p>E. Learners can identify subjects and verb in complex sentences</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>Have learners recite familiar rhymes.</p> <p><u>I LOVE LITTLE PUSSY</u> I love little pussy, Her coat is so warm, And if I don't hurt her, She'll do me no harm, So I'll not pull her tail, Nor drive her away, But pussy and I, Very gently will play.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>In pairs or groups, learners share the knowledge acquired from details of a story, drama or text heard.</p> <p>Put learners into groups to express personal opinions about details of texts.</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>Have learners recite familiar rhymes.</p> <p><u>HEY DIDDLE DIDDLE</u> Hey diddle, diddle The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon</p>	<p>B. READING (Vocabulary)</p> <p>Introduce these (jokes, riddles, puns) one at a time.</p> <p>Provide and discuss examples.</p> <p>Learners play games with the activity in pairs/groups.</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>Have learners recite familiar rhymes.</p> <p><u>THE WHEELS ON THE BUS</u> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town.</p>	<p>C. GRAMMAR (Modals)</p> <p>Revise modal auxiliaries.</p> <ul style="list-style-type: none"> - Shall/will: prediction, intention, determination etc. - Should: obligation <p>You can use shall and should to ask for advice, offer something and suggest something.</p>	<p>Have learners to identify the modals in the following sentences.</p> <p>i. <u>Should</u> I bring waterproof clothes?</p> <p>ii. <u>Shall</u> I go by car, or will it be better to walk?</p> <p>iii. <u>Should</u> I phone the police?</p> <p>iv. <u>Shall</u> I help you with that heavy bag?</p> <p>v. <u>Shall</u> we go home now?</p>

	<p>The dog on the bus goes woof, woof, woof, woof, woof, woof; woof, woof, woof</p> <p>The dog on the bus goes woof, woof, woof</p> <p>All day long.</p> <p>(Continue with sounds made by familiar animals)</p>	<p>e.g. i. Should I bring waterproof clothes?</p> <p>ii. Shall I go by car, or will it be better to walk?</p> <p>Introduce them in context one or two at a time.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings such as politeness.</p>	<p>vi. You should try that new French restaurant.</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p>Ding dong bell.</p> <p>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>D. WRITING (Persuasive Writing)</p> <p>Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.</p> <p>Teach the features of a debate e.g. vocatives, taking a stand etc. Put learners in groups and have them select a controversial or debatable topic.</p> <p>Divide the class into two to prepare using the writing process as a guide, and to debate on 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>
Friday	<p>Have learners recite familiar rhymes.</p> <p>ROW ROW ROW</p> <p>Row, row, your boat, Gently down the stream, Merrily, merrily, merrily, merrily</p> <p>Life is but a dream.</p> <p>Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple and Compound Sentences)</p> <p>Revise nouns and verbs by having learners identify them and use them in sentences.</p> <p>Revise simple subjects and predicates in sentences.</p> <p>Elicit sentences from learners and let them identify the subjects and predicates of their own sentences. Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate</p> <p>F. EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Encourage them to visit the local library to read and borrow books</p>


	they finish. This prompts the next student to pick up where the previous one left off.	Let learners write a one-page critical commentary based on the books read Invite individuals to present their work to the class for feedback.	
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Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 128		
Learning Indicator(s)	B6.1.2.6.2-3		
Performance Indicator	Learners can solve simple addition and subtraction problems involving integers		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, patterns made from Manila cards, Bundle of sticks		
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?	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ _____ (2) $-8 + 4 =$ _____ (3) $-3 + -5 =$ _____ (4) $1 + -3 =$ _____ (5) $-6 + 5 =$ _____ (6) $6 + -2 =$ _____ (7) $-6 + 8 =$ _____ (8) $-2 + 9 =$ _____ Assessment: Have learners practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	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	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ _____ (2) $-8 + 4 =$ _____ (3) $-3 + -5 =$ _____ (4) $1 + -3 =$ _____ (5) $-6 + 5 =$ _____ (6) $6 + -2 =$ _____ (7) $-6 + 8 =$ _____ (8) $-2 + 9 =$ _____ Assessment: Have learners practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.	Learners do the following types (subtraction) (9) $-5 - 1 =$ ____ (10) $-2 - 1 =$ ____ (11) $8 - 7 =$ ____ (12) $2 - 6 =$ _____ (13) $-1 - 7 =$ ____ (14) $-5 - 7 =$ ____ (15) $-8 - 8 =$ ____ (16) $4 - 6 =$ ____	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>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>Guide learners to solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number. (ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water?</p>	<p>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>
<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>Learners to perform simple multiplication with integers Guide them to use number line to help learners to multiply integers; learners should always start from zero and skip/hop to the left or write on the number line. For instance, to multiply 3 by (-2), have learners start from zero and hop to the left 3times in an interval of 2.</p>	<p>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>




Week Ending	
Class	Six
Subject	SCIENCE
Reference	Science curriculum Page 44
Learning Indicator(s)	B6.5.1.1.1
Performance Indicator	Learners can Identify the causes and effects of foul body odor on humans and how it can be prevented
Strand	Humans & The Environment
Sub strand	Personal Hygiene & Sanitation
Teaching/ Learning Resources	Soap, water, dirty clothes
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 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 it's and and's were pots and pans, The tinker would never work!</p>	<p>Present real items or materials that can be used to prevent foul body (lime, lemon, deodorant, etc.) odor to learners in class.</p>  <p>Brainstorm the uses of the items from learners.</p> <p>Demonstrate their uses as learners observe.</p> <p>Have learners to demonstrate their uses in pairs and in groups.</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 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!</p>	<p>Evaluate learners by letting them plan and design a project on how to eliminate foul body odor.</p> <p>Activities should include the use of lime and lemon for cleaning the armpit, regular bathing and cutting of hair and nails).</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	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 59		
Learning Indicator(s)	B6.4.2.1.1.		
Performance Indicator	Learners can Identify the role of children in promoting harmony with other family members		
Strand	All Around Us		
Sub strand	Authority & Power		
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 <u>"If wishes were horses</u> 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 discuss what it takes to live in harmony. Learners in pairs, list roles they can play to promote harmony in the family: e.g. Children must be respectful, obedient, humble, 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 <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!	Let learners in pairs, list roles other family members can play to ensure harmony in the family. e.g. Relatives must be respectful, obedient, caring, protective, defensive, humble, etc. Ask learners to role-play the duties of their grandparents, uncles, cousins, aunts, etc., in molding their character.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.2:		
Performance Indicator	Learners can explain the need for cordial relationships among family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & 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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Lead learners to explain cordial relationships. Cordial relation means a friendly relation. Let learners list behaviors that ensure cordial relationships in the family. Have learners explain the need for cordial relationships in the family: - to ensure peace and unity, - proper character formation, - progress in the family, - ensure provision of basic needs - shelter, food, school fees, 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.

Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 44		
Learning Indicator(s)	B6.6.1.1.1		
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, wall words, 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>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.</p>	<p>Discuss other key figures in the fourth Republic e.g. Chief Justices</p> <p>chief justice is the highest judge of the supreme court of Ghana. The chief justice is the head of the judiciary in Ghana. Ghana has had six chief justices under the fourth republic.</p> <ol style="list-style-type: none"> 1. Philip Edward Archer (1991-1995) 2. Isaac Kobina Abban (1995-2001) 3. Edward Kwame Wiredu (2001-2003) 4. George Kingsley Acquah (2003-2007) 5. Goergina Thoedora Woode (20017-2017) 6. Sophia Abena Boafoa Akuffo (2017-Date) 	<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>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>Discuss other key figures in the fourth Republic e.g. speaker of parliament</p> <p>The speaker of parliament of Ghana is the presiding officer who regulates discussions in Ghana parliament. Speakers of parliament of the fourth republic are;</p> <ol style="list-style-type: none"> i. Hon Justice Daniel Francis Annan (1993-2001) ii. Hon Peter Ala Adjarkey (2001-2005) iii. Hon Ebenzre Sakyi Hugdes (2005-2009) iv. Hon Joyce Adeline Bamford Addo (2009-2013) 	<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>

		v. Hon Edward Korbly Doe Adjaho (2013-2017) vi. Hon Prof. Mike Ocquaye (2017- Date)	
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Week Ending	
Class	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B6.2.2.2.3 B6.2.2.3.3
Performance Indicator	Learners can create own performing artworks that communicate, educate or sensitize the public on topical issues in the world
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>Share jokes with learners.</p> <p>Call 3 learners to share their jokes with the whole class</p>	<p>Learners are to reflect on current topical issues of much concern in the world using available learning resources such as internet, libraries, videos, pictures, etc.</p> <p>Learners to come out with concepts that are good for composing music, dance, drama and poems, etc. to educate and sensitize the public on the advantages and disadvantages of current topical issues of much concern in the world</p> <p>Have learners to discuss, compare and share their experiences through jury and peer review</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>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>Learners are to present and share their concepts intended to communicate, educate or sensitize the public on the advantages and disadvantages of current topical issues of much concern in the world;</p> <p>Demonstrate embedded knowledge, skill and experience in the application and use of performing arts skills, knowledge, experience, techniques, etc. to compose own creative and expressive artworks.</p> <p>Have learners to discuss, compare and share composition and experiences through peer review.</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>

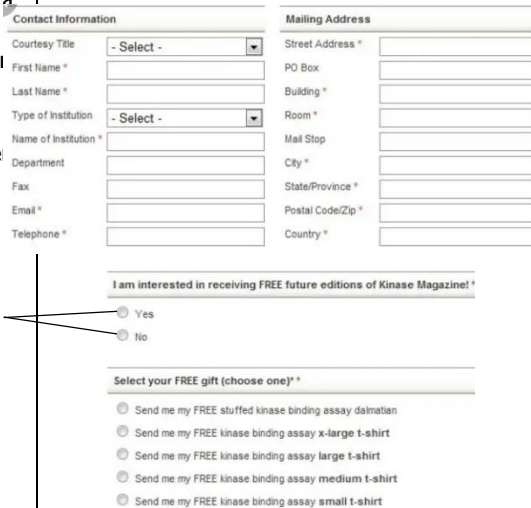
Week Ending	
Class	Six
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 76
Learning Indicator(s)	B6.2.8.1.1.-3
Performance Indicator	Learners can list the most important ideas from a paragraph and re-write the main ideas in a passage in a logical order.
Strand	Reading
Sub strand	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)
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <ol style="list-style-type: none"> 1. RBAE & HREAS 2. WNRODED & UTRHNDE 3. TUGHAT & HBTUGO 4. ODULC & ODOG <p>Answers: Bare & Share Wonder & Thunder Taught & Bought Could & Good</p>	<p>Give learners longer passages that are interesting to read.</p> <p>In groups, let learners summarize the passage in their own words to the whole class.</p> <p>Discuss ideas that can be derived from the text and sometimes with references from learners' summary.</p> <p>Lead learners to recognize and list the most important ideas of the given text in their workbooks.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Give learners longer passages that are interesting to read.</p> <p>Allow learners to read and discuss the ideas in the passage.</p> <p>Discuss topic sentences with learners.</p> <p><i>A topic sentence is a sentence that expresses the main idea of the paragraph in which occurs.</i></p> <p>e.g. there are many reasons why pollution in Accra is the worst in Ghana. The topic of this sentence is "pollution in Accra"</p> <p>Help learners recognize topic sentences in each paragraph.</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 play the "What letter am I writing" game.</p> <p>Put learners into groups of two.</p> <p>The teacher writes a letter in the air.</p>	<p>Give learners longer passages that are interesting to read.</p> <p>Put learners in groups and help them to recognize the main ideas in each paragraph of the passages.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

	Learners makes the letter sound and tell the teacher the sound that has been written	Let learners re-write the main ideas from a passage logically in their workbooks.	
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Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.1.12.1.15		
Performance Indicator	Learners can organize aerobic dance.		
Strand	Motor Skill & Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Organize aerobic dance with local or foreign music.</p> <p>Learners perform rhythmic exercise to develop and refine basic movements skills such as coordination, flexibility, muscular endurance, cardio-vascular endurance, etc.</p> <p>Learners perform and progress at their own pace.</p> <p>Learners use feedback to from peers and teacher to improve their fitness skills</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	Six
Subject	COMPUTING
Reference	Computing curriculum Page 48
Learning Indicator(s)	B6.6.5.1.1-5
Performance Indicator	Learners can demonstrate the filing of forms offline and uploading of files.
Strand	Programming And Databases
Sub strand	Using Online Forms
Teaching/ Learning Resources	A set of computers, mobile phone etc.
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>Put learners into 2 teams. Let each team present a player who is very good in playing the Zuma game.</p> <p>The first person to finish a level wins. Teams must bring out a new player for each level.</p> <p>Teacher can choose other games that improves Mousing or keyboarding skills</p>	<p>Explore the uses of check boxes, radio buttons, textboxes etc.</p> <p>Guide learners to open and save a page. Lead them to fill the forms offline.</p>  <p>Radio buttons</p> <p>Lead learners to explore the upload button by adding pictures, audio, pdf etc.</p> <p>Lead learners to explore the download button by downloading pictures, audio, pdf etc.</p> <p>Guide learners to Investigate and identify security issues when typing account details online (Antivirus, Credit card details, personal passwords etc.)</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>



SAMPLE LESSON NOTES-WEEK 5
BASIC SIX

Fayol Inc.
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SCHEME OF LEARNING- WEEK 5

BASIC SIX

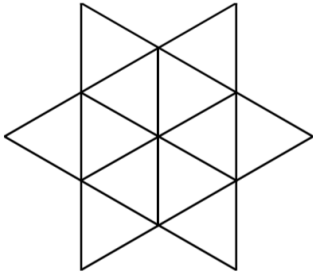
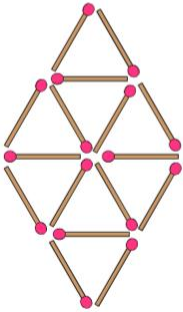
Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.7.1.6-7 B6.2. 6.4.3. B6.3.9.1.1. B6.4.1.1.1.1. B6.5.9.1.1. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can identify the problems and solutions in texts</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 modals to express a variety of meanings</p> <p>D. Learners can write freely about topics of choice on national issues and issues from different learning areas.</p> <p>E. Learners can identify subjects and verb in complex sentences</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on 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>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>A. ORAL LANGUAGE (Listening Comprehension)</p> <p>Ask questions for learners to recall the events and values in stories read.</p> <p>Guide them to analyze these into cause(s) effect(s) and solution(s).</p> <p>Have learners listen to a story and identify the main ideas and key details.</p> <p>Use questions to guide learners to make generalizations based on the main ideas and key details.</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 recite familiar rhymes.</p> <p>ONCE I CAUGHT A FISH ALIVE One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>B. READING (Vocabulary)</p> <p>Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc.</p> <p>Have them role play a simple story to bring out the importance of these elements and their usage.</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>Have learners sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE</p>	<p>C. GRAMMAR (Modals)</p> <p>Revise modal auxiliaries.</p>	<p>Have learners to identify the modals in the following sentences.</p>

	<ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p>– Shall/will: prediction, intention, determination etc. – Should: obligation</p> <p>We use “ought to” to make strong suggestions and talk about someone’s duty. e.g. i. <i>You look tired. You <u>ought to</u> go to bed early tonight.</i> ii. <i>I <u>ought to</u> get more physical exercise</i></p> <p>we use “must to” talk about things that you have to do. e.g. i. <i>I <u>must</u> mail this letter today.</i> ii. <i>You <u>must</u> speak louder. I can’t hear you.</i></p> <p>Introduce them in context one or two at a time.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings such as politeness.</p>	<p>i. We <u>ought to</u> lock the door when we leave home. ii. You <u>ought to</u> turn off the computer when you’re not using it. iii. You <u>ought to</u> know how to spell your own name. iv. The teacher <u>ought to</u> make his classes more interesting. v. Children <u>must</u> not play with matches. vi. Go to bed now. Oh, <u>must</u> I? vii. Why <u>must</u> I do my homework tonight?</p>
Thursday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>WE ARE GOING</u></p> <ul style="list-style-type: none"> •We are going 2X •We are going to the train station •The train is coming lalalala push push 2x •Chukuchaka 2x push push 2x 	<p>D. WRITING (Free Writing)</p> <p>Have learners select a topic of their choice on national issues and issues from different learning areas.</p> <p>Guide learners to brainstorm and generate ideas. Have learners organize their ideas to write their first draft.</p> <p>They revise their first draft. Learners 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 whiles you go round to guide those who don’t understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>WASH WASH WASH</u></p> <ul style="list-style-type: none"> •Wash, Wash, Wash •Wash your hands •In the morning – Wash your hands •After eating - Wash your hands •After visiting the washroom - Wash your hands •After playing - Wash your hands 	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple and Compound Sentences)</p> <p>Revise nouns and verbs by having learners identify them and use them in sentences.</p> <p>Revise simple subjects and predicates in sentences.</p> <p>Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.</p> <p>Assign pairs of learners to supply extracts from comprehension passages</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>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>and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences.</p> <p>They edit it to demonstrate their knowledge of subject and predicate</p> <p style="text-align: center;">F.EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.1.3.1.3 B6.1.4.2.1
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction ❖ Learners can use models to explain proportion as a comparison between quantities with equal ratios
Strand	Number
Sub strand	Fractions Ratio & Proportion
Teaching/ Learning Resources	Paper strips, cut out cards
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>Guide learners to multiply a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3}$</p> $+ \frac{2}{3} + \frac{2}{3} = \frac{10}{3} = 3 \frac{2}{3}$ <p>To multiply a whole number by a mixed fraction (e.g. $3 \times 2 \frac{2}{3}$) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;</p> <p>i.e. $3 \times 2 \frac{2}{3} = (3 \times 2) + (3 \times \frac{2}{3})$</p> $= 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = 6 + \frac{6}{3} = \frac{24}{3} = 8$	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</p> 	<p>To multiply a whole number by a fraction (e.g. $3 \times 2 \frac{2}{3}$) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p> <p>i.e. $3 \times 2 \frac{2}{3} = \frac{3}{1} \times \frac{8}{3} = \frac{3 \times 8}{1 \times 3}$</p> $= \frac{24}{3} = 8$ <p>Assessment: Have learners practice with several examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</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>4</td> \diamond Finish</tr></table>	4	9	7	7	4
4	9	7	7	4		
8	9	4	5	7		
6	6	4	9	9		
7	8	8	8	6		
Start \diamond	5	5	6	5	5	





**Add the numbers as you go.
Can you make exactly 53 ?**

 To multiply a fraction (i.e. common or mixed) by a whole number e.g. $4\frac{4}{5} \times 5$ first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. $4\frac{4}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5 \times 1} = \frac{120}{5} = \frac{24}{1} = 24.$ Assessment: Have learners practice with several examples | || Thursday | **Which number should go in the empty triangle?** | Use mapping diagram to explain the concept of proportion as equal fractions or equivalent ratios. Example: The mapping diagram shows that the ratio of number of hens to number of eggs are equal, hence the number of hens is proportional to the number of eggs. Assessment: Give learners mappings to identify those that are proportional and those that are not | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. |
| Friday | **There is something strange about this addition square. Can you work out what the missing number is?** | | | | | |----|----|----|----| | + | 3 | 8 | 11 | | 3 | 6 | 11 | 2 | | 8 | 11 | 4 | 7 | | 11 | 2 | 7 | | | Guide learners to work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 liters of water. How much water does each bottle hold? If 200bottles=350litres Then 1bottle= $\frac{350liters}{200bottles}$ = 1.75 liters Therefore each bottle holds 1.75liters of water Assessment: Have learners practice with several examples | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. |



Week Ending	
Class	Six
Subject	SCIENCE
Reference	Science curriculum Page 44
Learning Indicator(s)	B6.5.1.1.2
Performance Indicator	Learners can describe ways of minimizing waste
Strand	Humans & The Environment
Sub strand	Personal Hygiene & Sanitation
Teaching/ Learning Resources	Soap, water, dirty clothes
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 showing and describing ways of minimizing waste in the environment.</p> <p>In groups, learners discuss and come out with ideas to minimize waste in their classroom, school environment, homes and their communities.</p> <p>Each group discusses measures of minimizing waste in the classroom, school environment, home, market, at the bus station, hospitals, church, mosque, beach, 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>Learners present their ideas to the whole class.</p> <p>Evaluate learners by assisting each group design a poster.</p> <p>Have learners design litterbins. Learners plan, design and make their own litterbins for use in the class and school community.</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	Six
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	B6.4.2.2.1.
Performance Indicator	Learners can explain and appreciate the importance of democratic governance
Strand	All Around Us
Sub strand	Authority & Power
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>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>Learners identify various persons and bodies who are responsible in governing their school e.g. head teacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</p> <p>Groups present their report in class.</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>Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p> <p>Learners discuss the features of democratic governance in Ghana e.g. tolerance, election of leaders, transparency.</p> <p>Learners discuss how individuals can promote democratic governance.</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	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.2:		
Performance Indicator	Learners can explain the need for cordial relationships among family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & 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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Lead learners to explain cordial relationships. Cordial relation means a friendly relation. Let learners list behaviors that ensure cordial relationships in the family. Have learners explain the need for cordial relationships in the family: - to ensure peace and unity, - proper character formation, - progress in the family, - ensure provision of basic needs - shelter, food, school fees, 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.

Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 44		
Learning Indicator(s)	B6.6.1.1.1		
Performance Indicator	Describe the events leading to the emergence of the Fourth Republic		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, wall words, 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>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.</p> 	<p>Discuss other key figures in the fourth Republic e.g. vice president.</p> <p>The vice president is the second in command when the president is absent. The vice president takes charge of the country in the absence of the president. These are the vice presidents under the fourth republic.</p> <p>Name: The late Kow Nkesen Arkosah Party: National Democratic Congress Tenure of office: 1992-1996</p> <p>Name: The late John Evans Atta Mills Party: National Democratic Congress Tenure of office: 1997-2000</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>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>Discuss other key figures in the fourth Republic e.g. vice president.</p> <p>Name: The late Aliu Mahama Party: National Patriotic Party Tenure of office: 2001-2008</p> <p>Name: John Dramani Mahama Party: National Democratic Congress Tenure of office: 2008-2012</p> <p>Name: The Late Kwesi Amissah Arthur Party: National Democratic Congress Tenure of office: 2012-2016</p> <p>Name: Alhaji Mahamadu Bawumia Party: National Patriotic Party Tenure of office: 2008-2012</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	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.1.3.4.3 B6.1.3.5.3		
Performance Indicator	Learners can exhibit own visual artworks to share creative experiences that communicate, educate or sensitize the public on topical issues in the world		
Strand	Visual Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists. Guide learners to plan for the exhibition by: - <i>fixing a date</i> - <i>selecting a venue</i> - <i>inviting an audience</i> Brainstorm to agree on a theme for the exhibition (e.g. Our Environment); Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn
	Ask learners questions to review learners understanding in the previous lesson.	Decide on mode of display, e.g. hanging, draping, spreading; Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); Clean and prepare the hall and its environment and make it ready for the exhibition; Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson

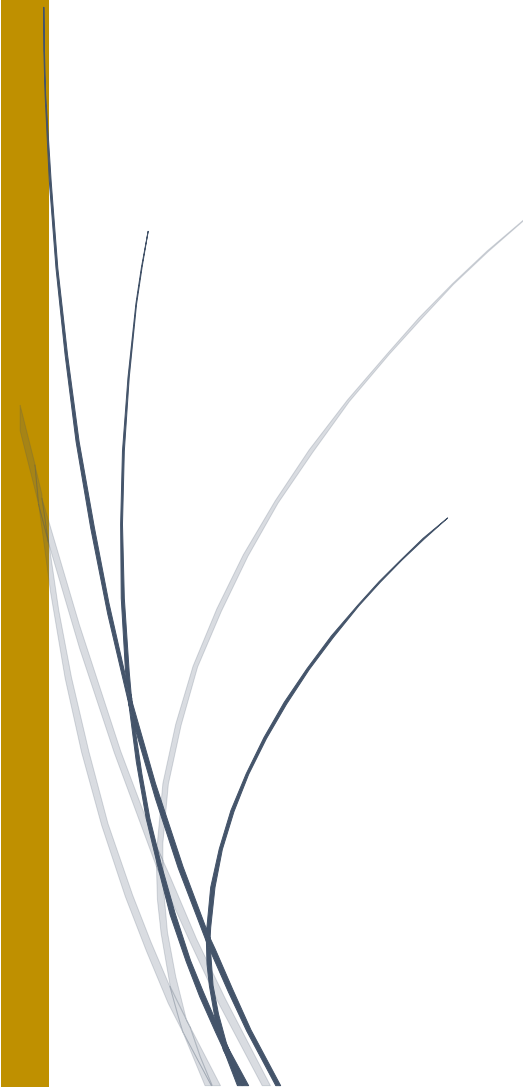
Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 77		
Learning Indicator(s)	B6.2.9.1.1-3		
Performance Indicator	Learners can list the most important ideas from a paragraph and re-write the main ideas in a passage in a logical order.		
Strand	Reading		
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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	Give learners longer passages that are interesting to read. Discuss the ideas that can be derived from the text. Lead learners to recognize and list the most important ideas of the text from the paragraphs and write them in their workbooks.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Get 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	Give learners longer passages that are interesting to read. Allow learners in groups, to read and discuss the ideas in the passage. Discuss topic sentences with learners. <i>A topic sentence is a sentence that expresses the main idea of the paragraph in which occurs.</i> e.g. my summer vacation at my grandparent's farm was filled with hard work and fun. The topic of this sentence is "Summer vacation" Help learners to recognize topic sentences in each paragraph.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word.	Give learners longer passages that are interesting to read. Put learners in groups and help them to recognize the main idea in each paragraph. Let learners re-write the main ideas in a passage logically	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.1.13.1.16:		
Performance Indicator	Learners can roll (body) smoothly forward and backward		
Strand	Motor Skill & Movement Patterns		
Sub strand	Rhythmic Skills		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and coordination			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners jog within demarcated area with their hands stretched sideways to warm their body up. Show pictures or videos of the skill to be learnt.	After a warm-up, learners curve their bodies adequately, tuck their head, push- off evenly with both feet, take the body weight on the hands and arms. The head and body stay tucked in throughout the roll. Learners keep the front and top of the head from touching the mat. Learners roll back to their feet unaided at their own pace. Learners adapt forward roll technique base on their capabilities	End lesson with a cool down. Have learners to reflect on what they have learnt

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 49		
Learning Indicator(s)	B6.6.6.1.1-5		
Performance Indicator	Learners can identify ways and reasons for customizing a web browser.		
Strand	Programming And Database		
Sub strand	Customizing Your Browser		
Teaching/ Learning Resources	A set of computer, mobile phone		
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>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p>	<p>Have learners discuss the reasons needed for customizing an item</p> <p><i>(i) to gain access to quick commands or information</i></p> <p><i>(ii) for side by side browsing</i></p> <p><i>(iii) for beautifications</i></p> <p>Learners to explore more on customizing a browser. e.g. themes, wallpaper, tools etc.</p> <p>Demonstrate the meaning of bookmarks</p> <p><i>- Bookmarks, makes you save shortcuts to your favorite webpages and navigate to them in seconds from anywhere.</i></p> <p>Learners to demonstrate the steps in turning on cookies in a browser. Guide learners to turn on cookies in a browser :</p> <p><i>1. From the Tools menu, select Internet Options and enable session cookies, click the Privacy tab.</i></p> <p><i>2. From the Settings section of the tab, click Advanced.</i></p>	<p>Form groups and have learners to summarize the important points of the lesson.</p> <p>Learners can pose questions for clarity if they don't understand</p>

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SAMPLE LESSON NOTES-WEEK 6
BASIC SIX

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

Fayol Inc.
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SCHEME OF LEARNING- WEEK 6

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.1.1. B6.2.7.2.2. B6.3.10.1.1. B6.4.12.1.1. B6.5.9.1.1. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can compare and contrast two or more events in a text</p> <p>C. Learners can use prepositions to convey a variety of meanings</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can identify subjects and verb in complex sentences</p> <p>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on 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.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi.</p> <p>Let learners identify these features in their readers, story books, etc.</p> <p>Let them engage in pairs and group dialogue on given topics.</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>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory, And now my story's begun; I'll tell you another, About jack and his brother, And now my story is done.</p>	<p>B. READING (Comprehension)</p> <p>Put learners into groups to identify, compare and contrast two or more events within a text or in different texts read or heard.</p> <p>They may also compare and contrast other elements like characters and setting.</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>Have learners sing songs and recite familiar rhymes</p> <p><u>WASH WASH WASH</u> •Wash, Wash, Wash •Wash your hands •In the morning – Wash your hands •After eating - Wash your hands</p>	<p>C. GRAMMAR (Prepositions)</p> <p>Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison.</p> <p>Write examples of sentences to illustrate this.</p> <p>Have learners identify common prepositions (on, in, near, under) in sentences.</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>

	<ul style="list-style-type: none"> •After visiting the washroom - Wash your hands •After playing - Wash your hands 	<p>Let them use these prepositions in sentences.</p> <p>Introduce prepositions that show support or opposition in context. E.g. for you, against you.</p> <p>Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</p> <p>Learners now write their own sentences with the prepositions.</p>	
Thursday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>HICKETY PICKET, MY BLACK HEN</u> Hickety, picket, my black hen, She lays eggs for gentleman; Sometimes nine, sometimes ten, Hickety picket, my black hen.</p>	<p>D. WRITING <i>(Descriptive Writing)</i></p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <p>Revise descriptive writing with learners</p> <p>Have learners select a topic e.g. “A Day I will never forget”.</p> <p>Provide a sample text. Guide learners to identify the descriptive words and expressions:</p> <p>Discuss the descriptive words and expressions with learners.</p> <p>Put learners into groups and guide them through the writing process to describe events or situations of their choice and personal experiences.</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 songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Compound Sentences)</i></p> <p>Revise nouns and verbs by having learners identify them and use them in sentences.</p> <p>Revise simple subjects and predicates in sentences.</p> <p>Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.</p> <p>Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.</p> <p>Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate</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>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>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 137
Learning Indicator(s)	B6.1.4.2.3
Performance Indicator	Learners can use various strategies to solve proportional reasoning problems involving rates and scales
Strand	Number
Sub strand	Ratio & Proportion
Teaching/ Learning Resources	Paper strips, cut out cards
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. $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	Guide learners to use diagrams to explain the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio → cost: weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.	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. $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	Guide learners to work out rates and use them in solving problems. E.g. A litre of sachet water costs 40p. Find the cost of (i) 12 litre (ii) 7 liters (iii) 9 liters	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. $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it measures 41 2 cm; (ii) the bed if it measures 1.8cm?]	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Take learners through math mental to solve the following.	Learners to use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model;	Give learners task to complete whiles you go round to guide those who don't understand.

	$\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>e.g. plan of a house or room. Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of</p> <p>(i) the room if it measures 41.2 cm; (ii) the bed if it measures 1.8cm?]</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>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for (i) 1km (ii) 7km (iii) 41km?</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	Six
Subject	SCIENCE
Reference	Science curriculum Page 45
Learning Indicator(s)	B6.5.2.1.1
Performance Indicator	Learners can explain the causes, symptoms and prevention of Eczema
Strand	Humans & The Environment
Sub strand	Diseases
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox
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 of people suffering from eczema. <i>Eczema is an itchy inflammation of the skin.</i></p>  <p>In groups, learners come out with the possible causes, symptoms and prevention.</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>Allow group presentations and write learners' ideas on the board.</p> <p>Invite health personnel to give a talk on eczema and other common skin diseases.</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	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 60		
Learning Indicator(s)	B6.4.3.1.1.		
Performance Indicator	Learners can identify individual responsibilities in protecting water bodies.		
Strand	Our Beliefs And Values		
Sub strand	Responsible Use of Resources		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking, 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)
	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 on strategies to protect water bodies. Learners discuss the pictures/videos and suggest individual responsibilities for protecting water bodies.	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.
	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 form protecting water bodies clubs to demonstrate their responsibilities in protecting water bodies. Learners undertake tree planting exercise along water bodies.	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.

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.2		
Performance Indicator	Learners can explain the need for cordial relationships among family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & 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>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>Lead learners to explain cordial relationships.</p> <p>Cordial relation means a friendly relation.</p> <p>Let learners list behaviors that ensure cordial relationships in the family.</p> <p>Have learners explain the need for cordial relationships in the family: - to ensure peace and unity, - proper character formation, - progress in the family, - ensure provision of basic needs - shelter, food, school fees, etc.</p> <p>Through group discussions, let learners write on the need for cordial relationships among family members.</p> <p>Let groups read out their essays for class suggestions and corrections.</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	Six
Subject	HISTORY
Reference	History curriculum Page 45
Learning Indicator(s)	B6.6.1.1.2
Performance Indicator	Identify the political parties that have governed the country under the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
Teaching/ Learning Resources	Wall charts, wall words, 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>Revise with learners the meaning of political party.</p> <p>A political party is a group of people who shares the same ideas of governing a country.</p> <p>Guide learners to identify political parties that have governed Ghana under the Fourth Republic</p> <p>Ghana's fourth republic started in the year 1992. This was when the provisional national defense council allowed for a multi-party democracy to take place. A new constitution was written to govern the nation.</p> <p>The national democratic congress was born out of the PNDC. The NDC led by J.J Rawlings became the first political party in the fourth republic to win a general election.</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>otto: DEVELOPMENT IN FREEDOM</p>	<p>Guide learners to identify political parties that have governed Ghana under the Fourth Republic</p> <p>In the year 2000, the new patriotic party led by John Agyekum Kufour won the presidential elections. On January 7 2001, the NDC handed over power to the NPP. The assumed office in 2001 with majority in parliament.</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	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.2.3.4.3 B6.2.3.5.3		
Performance Indicator	Learners can plan a display of own performing artworks to communicate, educate or sensitize the public on topical issues in the world		
Strand	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)
	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.
	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. 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	Six
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 83
Learning Indicator(s)	B6.4.6.1.1-4
Performance Indicator	Learners can discuss the process of writing speeches, letter to the press and reports using controlled composition.
Strand	Composition 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	

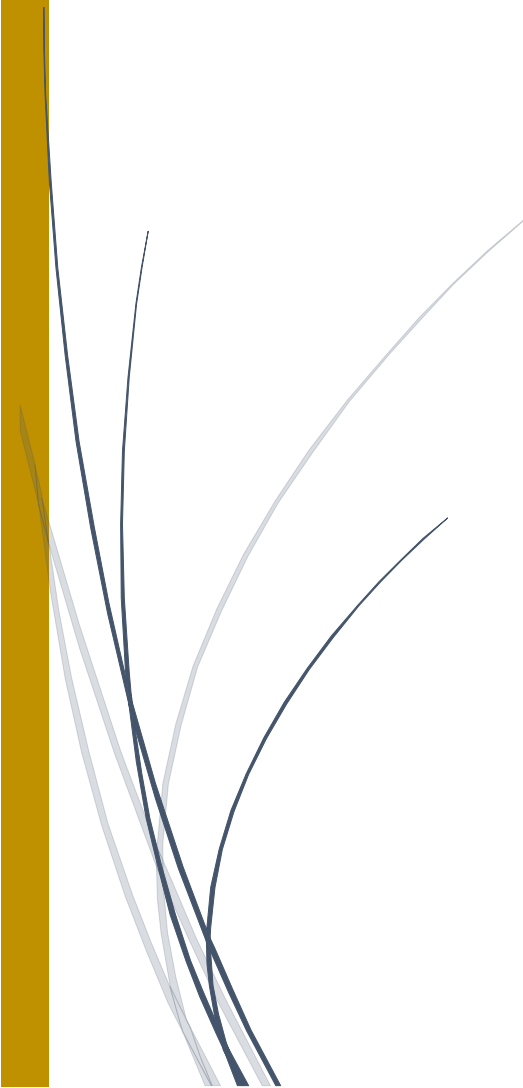
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Play a recorded speech to learners and discuss the speech.</p> <p>Go through and discuss the process of writing a good speech to learners.</p> <p>Teach learners how to write speeches and letters to the press.</p> <p>Show a sample written speech to learners.</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 sing the alphabets song</p> <p><u>A B C SONG</u> A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me</p>	<p>Show more samples of reports and speeches on various topics to learners and discuss the content.</p> <p>Discuss the vocabularies and structure of the report.</p> <p>Guide learners to write speeches, letter to the press and reports using controlled composition.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</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>Discuss various activities on which reports can be written.</p> <p>Select an activity and write a sample report on the board; involve learners.</p> <p>Guide learners to write good reports on various activities. e.g. <i>Road Accidents, Female Genital mutilation, The use of mobile phones in school, Arm Robbery on the rise etc.</i></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	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.2.4.2.4		
Performance Indicator	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Body Management		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies			
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>Let learners swing their arms in preparation.</p> <p>Shoulder move forward horizontally as it extends.</p> <p>Forearm rotation through hips, legs and shoulders drop slightly.</p> <p>All together produce the final force to move the ball to the target</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>

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 50		
Learning Indicator(s)	B6.6.7.1.1-4		
Performance Indicator	Learners can show how to create and access e-mail messages		
Strand	Programming And Databases		
Sub strand	Electronic Mail		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
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>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>Guide learners to receive email</p> <p>Guide learners to use forward and reply buttons in email</p> <p>Guide learners to delete email messages.</p> <p>Guide learners to create folders in the Inbox and sorting emails into them.</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>

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SAMPLE LESSON NOTES-WEEK 7
BASIC SIX

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SCHEME OF LEARNING- WEEK 7

BASIC SIX

Name of School.....

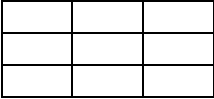
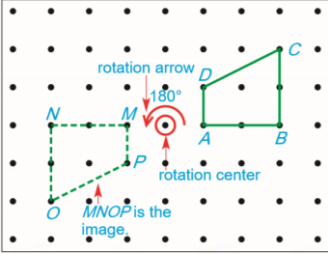
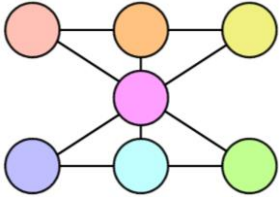
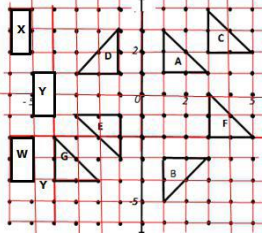

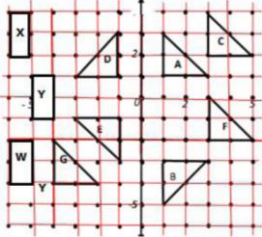
Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.1.3/B6.1.10.2.1. B6.2.7.2.3. B6.3.11.1.1. B6.4.14.1.1. B6.5.9.1.2. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone.</p> <p>B. Learners can demonstrate awareness of the structure of texts</p> <p>C. Learners can form and use adjective phrases correctly.</p> <p>D. Learners can write short paragraphs to describe incidents.</p> <p>E. Learners can construct complex sentences correctly.</p> <p>F. Learners can read and critique a variety of age- and level appropriate books.</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 style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Revise how meaning is conveyed through appropriate pace, stress and tone. Model presenting news or have learners watch a news presentation.</p> <p>Put learners into groups to discuss pace, stress and tone of news presented.</p> <p>Guide learners to prepare and present news on given topics. Demonstrate a model speech: Choose a familiar topic and make a short but moving speech on it.</p> <p>Have learners discuss the speech focusing on its pace and expressiveness. Let learners speak on very short and simple topics using appropriate voice quality.</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>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 style="text-align: center;">B. READING (Comprehension)</p> <p>Guide learners systematically using given narrative texts to identify the introduction body and conclusion in it.</p> <p>Have learners summarize each of these parts and make a summary of the whole text using their part summaries.</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>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 (<i>Adjective Phrases</i>)</p> <p>Revise adjectives in context by having learners identify them in sentences and use them in their own sentences.</p> <p>Introduce the adjective phrase as a grammatical structure with the adjective as head. Note: The adjective phrase can be a single adjective or more. E.g. a beautiful house, a strong African oven.</p> <p>Provide sentences with adjective phrases and let learners identify the adjective phrases.</p> <p>In groups, learners form adjective phrases and use the phrases in sentences.</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>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>Informative Writing</i>)</p> <p>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups.</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>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>E. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Compound Sentences</i>)</p> <p>Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</p> <p>Let learners join pairs of simple sentences into compound ones.</p> <p>Introduce complex sentences with several examples.</p> <p>Elicit similar sentences from learners</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>Learners play “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>F. EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books</p>
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.3.3.5.2
Performance Indicator	Identify images of a single transformation of 2D shapes in a plane
Strand	Number
Sub strand	Geometric Reasoning
Teaching/ Learning Resources	Counters, bundle and loose straws
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>In a plane, a geometric transformation moves a geometric figure to a new position in one of three ways. Each transformed figure is the image of the original figure.</p> <p><i>Reflection (or flip)- A figure is flipped over a line of reflection so that its mirror image is formed.</i></p> <p>Ask learners to identify images of reflections of 2D shapes in the figure.</p> <p>Reflection (Flip)</p> <p><i>ABCD is flipped over the line of reflection to form its mirror image. Reflection image $IJKL \cong ABCD$.</i></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>In a plane, a geometric transformation moves a geometric figure to a new position in one of three ways. Each transformed figure is the image of the original figure.</p> <p><i>Translation (or slide)- Every point of a figure moves the same distance and in the same direction along a line.</i></p> <p>Ask learners to identify images of reflections of 2D shapes in the figure.</p> <p>Translation (Slide)</p> <p><i>The translation arrow shows that ABCD is moved 3 units right and 2 units up. Translation image $EFGH \cong ABCD$.</i></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>In a plane, a geometric transformation moves a geometric figure to a new position in one of three ways. Each transformed figure is the image of the original figure.</p> <p><i>Rotation (or turn) -A figure is turned around a center point.</i></p> <p>Ask learners to identify images of reflections of 2D shapes in the figure.</p> <p>Rotation (Turn)</p>  <p>The rotation arrow shows that <i>ABCD</i> is rotated (or turned) one-half turn counterclockwise around the rotation center. Rotation image $MNOP \cong ABCD$.</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 learners to identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors.</p> <p><i>E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 0 \\ 6 \end{pmatrix}$ (or 0 right, 6 up)</i></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 identify images of translations of given 2D shapes in a given plane. Ask learners to study the shapes, identify their images and the translation vectors.</p> <p><i>E.g. shape F is a translation of shape A by the translation vector $\begin{pmatrix} 2 \\ -3 \end{pmatrix}$ (or 2 right, 3 three down); and Shape X is a translation of shape W by the translation vector $\begin{pmatrix} 0 \\ 6 \end{pmatrix}$ (or 0 right, 6 up)</i></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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.5.2.1.1		
Performance Indicator	Explain the causes, symptoms and prevention of Eczema		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
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 of people suffering from eczema. <i>Eczema is an itchy inflammation of the skin.</i>  In groups, learners come out with the possible causes, symptoms and prevention.	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.
	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.	Allow group presentations and write learners' ideas on the board. Invite health personnel to give a talk on eczema and other common skin diseases.	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.

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B6.4.4.1.1.		
Performance Indicator	Learners can describe the agricultural value chain and the job opportunities		
Strand	Our Beliefs And Values		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving 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 play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners discuss the meaning of agricultural value chain <i>Agricultural value chain is the practice of linking farmers to people who can process, package, market and eventually buy the food they produce.</i> Learners talk about job opportunities in the agricultural value chain e.g. crop farming, livestock, fisheries Agro-chemicals industry, meat processing.	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.
	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 write essays on their choice of job opportunities in the agricultural value chain. Have learners to read out their essay to the whole class	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.


Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Learners can identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & 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.	Let learners, in groups, discuss attitudes and behaviors of a responsible family member: - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> Guide learners to discuss the importance of being committed to the family.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 45
Learning Indicator(s)	B6.6.1.1.2
Performance Indicator	Learners can identify the political parties that have governed the country under the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
Teaching/ Learning Resources	Wall charts, wall words, 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>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 list the parties and their dates of tenure in office in the Fourth Republic.</p> <p>It is obvious that under the fourth republic the NDC and NPP are the only political parties to have won the general elections.</p> <table border="1"> <thead> <tr> <th>Political Party</th> <th>Date</th> <th>President</th> </tr> </thead> <tbody> <tr> <td>NDC</td> <td>1992-1996</td> <td>J.J Rawlings</td> </tr> <tr> <td>NDC</td> <td>1997-2000</td> <td>J.J Rawlings</td> </tr> <tr> <td>NPP</td> <td>2001-2004</td> <td>J.A Kufour</td> </tr> <tr> <td>NPP</td> <td>2005-2008</td> <td>J.A Kufour</td> </tr> <tr> <td>NDC</td> <td>2009-2012</td> <td>John E.A Mills</td> </tr> <tr> <td>NDC</td> <td>2013-2016</td> <td>J.D Mahama</td> </tr> <tr> <td>NPP</td> <td>2017-date</td> <td>Akufo Addo</td> </tr> </tbody> </table>	Political Party	Date	President	NDC	1992-1996	J.J Rawlings	NDC	1997-2000	J.J Rawlings	NPP	2001-2004	J.A Kufour	NPP	2005-2008	J.A Kufour	NDC	2009-2012	John E.A Mills	NDC	2013-2016	J.D Mahama	NPP	2017-date	Akufo Addo	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> 	<p>Guide learners to identify other political parties that has taken part in general elections under the fourth republic.</p> <table border="1"> <thead> <tr> <th>Party</th> <th>Leader(s)</th> </tr> </thead> <tbody> <tr> <td>CPP- <i>Convention Peoples Party</i></td> <td>George Hagan, George Agudey, Paa Kwesi Nduom</td> </tr> <tr> <td>PPP- <i>Progressive Peoples Party</i></td> <td>Paa Kwesi Nduom</td> </tr> <tr> <td>PNC- <i>Peoples National Convention</i></td> <td>Edward Mahama</td> </tr> <tr> <td>NDP- <i>National Democratic Party</i></td> <td>Mrs. Nana Konadu Rawlings</td> </tr> <tr> <td>GCPP- <i>Great Consolidated Popular Party</i></td> <td>Dan Lartey</td> </tr> <tr> <td>UGM- <i>United Ghana Movement</i></td> <td>Charles Werekro Brobby</td> </tr> <tr> <td>DFP- <i>Democratic Freedom Party</i></td> <td>Emmanuel Ansah Antwi</td> </tr> </tbody> </table>	Party	Leader(s)	CPP- <i>Convention Peoples Party</i>	George Hagan, George Agudey, Paa Kwesi Nduom	PPP- <i>Progressive Peoples Party</i>	Paa Kwesi Nduom	PNC- <i>Peoples National Convention</i>	Edward Mahama	NDP- <i>National Democratic Party</i>	Mrs. Nana Konadu Rawlings	GCPP- <i>Great Consolidated Popular Party</i>	Dan Lartey	UGM- <i>United Ghana Movement</i>	Charles Werekro Brobby	DFP- <i>Democratic Freedom Party</i>	Emmanuel Ansah Antwi	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>								
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Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6 1.4.6.3 B6 1.4.7.3		
Performance Indicator	Learners can analyze and appreciate own or others' performing artworks and present reports as feedback on artworks that communicate, educate or sensitize public on topical issues in the world.		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising (Visual Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools.		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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 the artwork.	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 El-Anatsui  ➤ Description of the work: <i>the artwork is a sculpture sewn together with copper wire.</i> ➤ The subject matter: <i>His art draws connections between consumption, waste, and the environment..</i> ➤ Appraisal: <i>it can be used for decoration.</i> ➤ Experience to share: <i>talk about how the sculpture is done</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

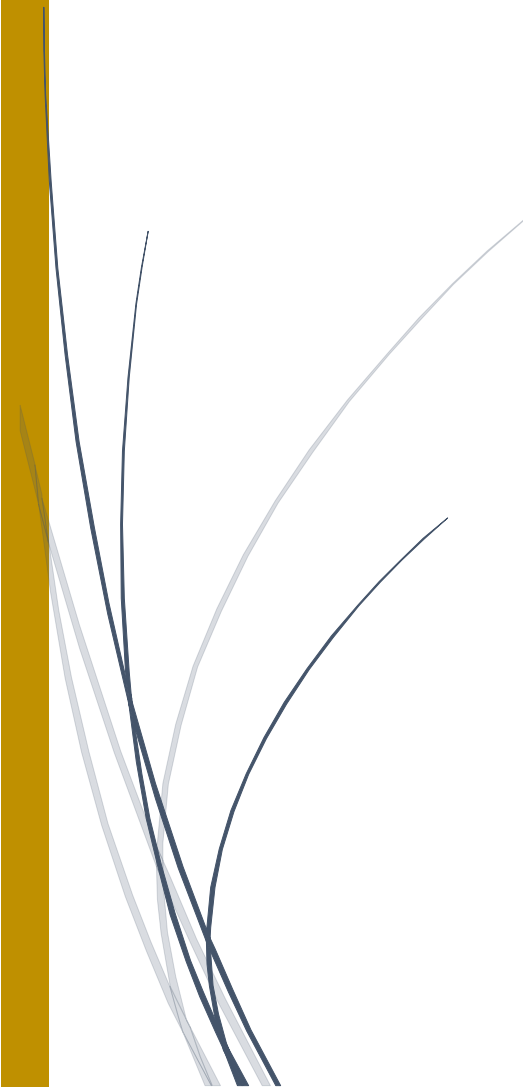
Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.4.7.1.1-3		
Performance Indicator	Learners can compose and write a simple poem, prose and a play		
Strand	Composition Writing		
Sub strand	Literary Writing		
Teaching/ Learning 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)
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Read a simple poem on a flashcard.</p> <p>Discuss the composition of poems such as the choice of words, rhyme and stanzas and theme.</p> <p>Use the flashcards with short poems on them to help learners compose a good simple poems.</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>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>Read a simple prose on a flashcard.</p> <p>Discuss the features of the prose with learners.</p> <p>Use the flashcards with short prose written on them to help learners compose their own short prose on a given situation.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>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.</p>	<p>Allow learners to discuss a play they have watched.</p> <p>Let learners watch a play and discuss the costume, characters and settings.</p> <p>Discuss daily activities and experiences with learners.</p> <p>Choose an experience and guide learners on how to write a play on that.</p> <p>Allow learners to choose a daily activity in groups and write a short play on it.</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	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.2.5.2.5:		
Performance Indicator	Learners can identify opportunities to pass or dribble while being guarded (offense and defense).		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Strategies		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.			
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>After general and specific warm-ups, guide learners to keep their body between opponent and the ball.</p> <p>Let them possess the ball in the opponents playing grounds.</p> <p>Dribble in a zigzag manner. Instruct them to pass the ball to their teammates when they are free.</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	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.6.7.1.5-7		
Performance Indicator	Learners can demonstrate attaching files to e-mail messages.		
Strand	Programming And Databases		
Sub strand	Electronic Mail		
Teaching/ Learning Resources	Pictures or projected images		
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)
	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.	Guide learners to create an address list Guide learners to attach files to email Assist learners in writing email using techniques as NOT writing in caps. Check the extension of files before downloading and use the subject line for summary etc.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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SAMPLE LESSON NOTES-WEEK 8
BASIC SIX

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

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SCHEME OF LEARNING- WEEK 8

BASIC SIX

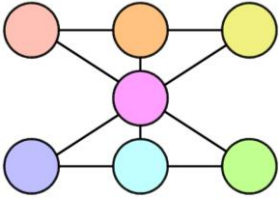
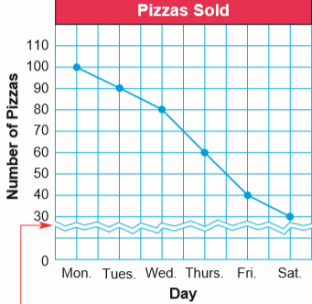

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.2.2. B6.2.7.3.1. B6.3.11.1.1. B6.4.14.1.1. B6.5.9.1.2. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can read aloud clearly, at a good pace and with expression</p> <p>B. Learners can determine the contextual meaning of words and phrases.</p> <p>C. Learners can form and use adjective phrases correctly e.g. this is a very beautiful flower.</p> <p>D. Learners can write short paragraphs to describe incidents. e.g. accidents, fire outbreak.</p> <p>E. Learners can construct complex sentences correctly</p> <p>F. Learners can read and critique a variety of age - and level appropriate books.</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 play games, sing songs and recite rhymes.</p> <p>Students start in a line at the back of the classroom and take one step forward for each question they answer correctly, sentence finished, or word guessed.</p> <p>The first to the front wins</p>	<p align="center">A. ORAL LANGUAGE (Presentation)</p> <p>Give a model reading by reading a short texts aloud.</p> <p>Have pupils read aloud in pairs and in small groups.</p> <p>Let them write and read out short speeches on given topics in groups. Groups may read out their speeches to the class.</p> <p>Have learners select topics of interest from informational texts read.</p> <p>Help learners to identify the purpose and audience of sample speeches.</p> <p>Have learners visit the library to research and plan their speeches.</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>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 align="center">B. READING (Comprehension)</p> <p>Select a text for reading. Identify words and phrases and systematically, guide learners to work out their meanings in context.</p> <p>Put learners into groups and give each group a set of words and phrases to find their meanings. Each group presents its work.</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>Write down a couple of words on cards. Make sure</p>	<p align="center">C. GRAMMAR (Adjective Phrases)</p>	<p>Give learners task to complete whiles you go</p>

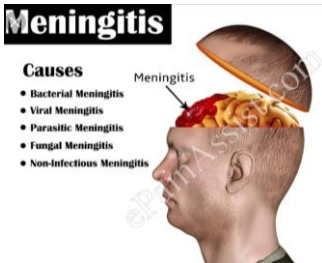
	<p>learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Revise adjectives in context by having learners identify them in sentences and use them in their own sentences.</p> <p>Introduce the adjective phrase as a grammatical structure with the adjective as head. E.g. a beautiful house, a strong African oven.</p> <p>Provide sentences with adjective phrases and let learners identify the adjective phrases.</p> <p>In groups, learners form adjective phrases and use the phrases in sentences.</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.</p> <p><i>(continue to any desired number)</i></p>	<p><u>D.WRITING</u> <i>(Informative Writing)</i></p> <p>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Have learners select a topic and brainstorm to generate ideas.</p> <p>Put them into groups to organize the points for the development of paragraphs.</p> <p>Assign learners to individually develop the points into outlines and then into a draft.</p> <p>Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups.</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>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 play "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><u>E.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple and Compound Sentences)</i></p> <p>Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</p> <p>Let learners join pairs of simple sentences into compound ones.</p> <p>Introduce complex sentences with several examples.</p> <p>Elicit similar sentences from learners</p> <p><u>F.EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</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>Encourage them to visit the local library to read and borrow books</p>

Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.4.1.1.2 B6.4.1.1.3
Performance Indicator	Apply understanding of how to create a line graph by using a given table of values (or set of data) to draw a line graph and answer questions based on them to interpret and draw conclusions.
Strand	Number
Sub strand	Data Collection & 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>Through discussion, guide learners to understand the difference between discrete and continuous data.</p> <table border="1"> <tr> <th>Discrete</th> <th>Continuous</th> </tr> <tr> <td> <ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election </td> <td> <ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity </td> </tr> </table> <p>Encourage learners to give other examples of discrete and continuous data.</p>	Discrete	Continuous	<ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election 	<ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity 	<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>																																									
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Tuesday	<p>Can you make a pyramid with 100 at the top?</p>	<p>Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data</p> <p>(i) The number of match sticks Sena used in making a pattern of squares</p> <table border="1"> <tr> <td>Number of Squares (n)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>Matchsticks (s)</td> <td>4</td> <td>7</td> <td>10</td> <td>13</td> <td>16</td> <td>19</td> <td>22</td> <td>25</td> </tr> </table> <p>(ii) Progress of plant's growth recorded by Kofi over a week</p> <table border="1"> <tr> <td>Days (d)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>Height (h) (cm)</td> <td>5</td> <td>6.5</td> <td>8</td> <td>9.5</td> <td>11</td> <td>12.5</td> <td>14</td> <td>15.5</td> </tr> </table> <p>Let learners answer questions based on the table above</p>	Number of Squares (n)	1	2	3	4	5	6	7	8	Matchsticks (s)	4	7	10	13	16	19	22	25	Days (d)	1	2	3	4	5	6	7	8	Height (h) (cm)	5	6.5	8	9.5	11	12.5	14	15.5	<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>									
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Height (h) (cm)	5	6.5	8	9.5	11	12.5	14	15.5																																								
Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>										<p>Ask them to sort the following tables of values into the two categories – those with discrete data and those with continuous data</p> <p>(iii) Number of people in the immediate family of P6 students in a school</p> <table border="1"> <tr> <td>Number of people in family</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>Number of students</td> <td>0</td> <td>4</td> <td>9</td> <td>11</td> <td>6</td> <td>5</td> <td>3</td> <td>3</td> <td>1</td> </tr> </table> <p>(iv) Abu travelled on a bicycle to buy food, the table shows how far (in kilometres) he was away from the house.</p> <table border="1"> <tr> <td>Time (minutes)</td> <td>0</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> <td>30</td> </tr> <tr> <td>Distance (km)</td> <td>0</td> <td>3</td> <td>3.5</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> </tr> </table> <p>Let learners answer questions based on the table above</p>	Number of people in family	1	2	3	4	5	6	7	8	9	Number of students	0	4	9	11	6	5	3	3	1	Time (minutes)	0	5	10	15	20	25	30	Distance (km)	0	3	3.5	4	4	2	0	<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>
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<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 learners to draw more line graphs for given data values by determining the common attributes (title, axes and intervals)</p> <p>Mr. Fleury, owner of Pizzas Unlimited, records pizza sales for 6 days.</p> <table border="1" data-bbox="643 256 1057 300"> <thead> <tr> <th>Day</th> <th>Mon.</th> <th>Tues.</th> <th>Wed.</th> <th>Thurs.</th> <th>Fri.</th> <th>Sat.</th> </tr> </thead> <tbody> <tr> <td>Pizzas Sold</td> <td>100</td> <td>90</td> <td>80</td> <td>60</td> <td>40</td> <td>30</td> </tr> </tbody> </table>  <p>Learners to answer, questions based on graph to interpret the line graphs to draw conclusions</p>	Day	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Pizzas Sold	100	90	80	60	40	30	<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>
Day	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.											
Pizzas Sold	100	90	80	60	40	30											
<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 study the line graph and answer questions based on them. For instance, after what time will the water temperature reach 70oC? What is the water temperature after 5 minutes?</p> <p>Ask learners to write questions for their friends to read and interpret the line 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	Six
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B6.5.2.1.2
Performance Indicator	Know how to prevent meningitis
Strand	Humans & The Environment
Sub strand	Diseases
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox
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 videos or pictures on the causes and prevention of meningitis.</p>  <p>Meningitis</p> <p>Causes</p> <ul style="list-style-type: none"> • Bacterial Meningitis • Viral Meningitis • Parasitic Meningitis • Fungal Meningitis • Non-infectious Meningitis <p>Gather relevant charts on meningitis from a health center and engage learners in a presentation on how to prevent it.</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>Invite a health personnel or the SHEP coordinator to give a presentation on meningitis.</p> <p>Allow group presentations and write learners' ideas on the board</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	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B6.4.4.1.1.		
Performance Indicator	Describe the agricultural value chain and the job opportunities		
Strand	Our Beliefs And Values		
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)
	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 discuss the meaning of agricultural value chain <i>Agricultural value chain is the practice of linking farmers to people who can process, package, market and eventually buy the food they produce.</i> Learners talk about job opportunities in the agricultural value chain e.g. crop farming, livestock, fisheries Agro-chemicals industry, meat processing.	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.
	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 write essays on their choice of job opportunities in the agricultural value chain. Have learners to read out their essay to the whole class	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.

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & 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>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>Let learners, in groups, discuss attitudes and behaviors of a responsible family member:</p> <ul style="list-style-type: none"> - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> <p>Guide learners to discuss the importance of being committed to the family:</p> <ul style="list-style-type: none"> - <i>to promote unity,</i> - <i>to gain respect,</i> - <i>to be considered a trustworthy person,</i> - <i>to uplift family image, etc.</i> 	<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	Six
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B6.6.2.1.1
Performance Indicator	Identify the leaders of the coup d'états and names of their regimes.
Strand	Independent Ghana
Sub strand	Military Rule
Teaching/ Learning Resources	Wall charts, wall words, 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>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>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Have learners to list the military regimes since 1966 and their leaders.</p> <table border="1"> <thead> <tr> <th>Military Regime</th> <th>Leader</th> </tr> </thead> <tbody> <tr> <td>National Liberation Council</td> <td>Lt. General J.A Ankrah</td> </tr> <tr> <td>National Redemption Council</td> <td>Lt. Colonial Ignatius Kutu Achempong</td> </tr> </tbody> </table>	Military Regime	Leader	National Liberation Council	Lt. General J.A Ankrah	National Redemption Council	Lt. Colonial Ignatius Kutu Achempong	<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>
Military Regime	Leader								
National Liberation Council	Lt. General J.A Ankrah								
National Redemption Council	Lt. Colonial Ignatius Kutu Achempong								
	<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>Show and discuss a documentary on any of the military take overs.</p> <p>The National Liberation Council led the Ghanaian government from 24th February 1966 to October 1969. The Ghana armed forces and the police service jointly, with collaboration from the Ghana civil service overthrew the Nkrumah government. That was the first time a government was overthrown by a coup d'état. The coup was organized by the NCL led by Lt. General J.A Ankrah.</p> <p>Let learners search the internet for the leaders of the National Liberation Council</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	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B6 2.4.6.3 B6 2.4.7.3
Performance Indicator	Develop guidelines for appreciating and appraising own and others' performing artworks that communicate, educate or sensitize the public on topical issues in the world.
Strand	Performing Arts
Sub strand	Appreciating and Appraising
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>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>Call learners to recall some history facts about Huge Ramapolo Masekela and his artworks.</p> <p>Show pictures of Ramapolo Masekela artworks to learners</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. playing musical instruments to create a rhythmic pattern.</p> <p>Put learners into groups and let them play musical instruments to create a rhythmic pattern 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	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.4.8.1.1-3		
Performance Indicator	Learners can write formal 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)
	<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>Show types of letters to learners and discuss them.</p> <p>Talk about formal letters and their structure.</p> <p>Write a sample formal letter on the board.</p> <p>Discuss with the learners the processes of writing letters.</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>Assist learners to understand the process in writing formal letters.</p> <p>Read out the formal letter on the board and ask learners to talk about it.</p> <p>Let learners write formal letters using controlled composition.</p> <p>Choose a place and discuss letters that can be written to that place by different categories of people.</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>Assist learners to understand the process in writing formal letters.</p> <p>Read out the formal letter on the board and ask learners to talk about it.</p> <p>Let learners write formal letters using controlled composition.</p> <p>Choose a place and discuss letters that can be written to that place by different categories of people.</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	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B6.3.5.3.5:
Performance Indicator	Identify the capabilities of the various body types (mesomorph, ectomorph and endomorph).
Strand	Physical Fitness
Sub strand	Flexibility
Teaching/ Learning Resources	Pictures and Videos

Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.

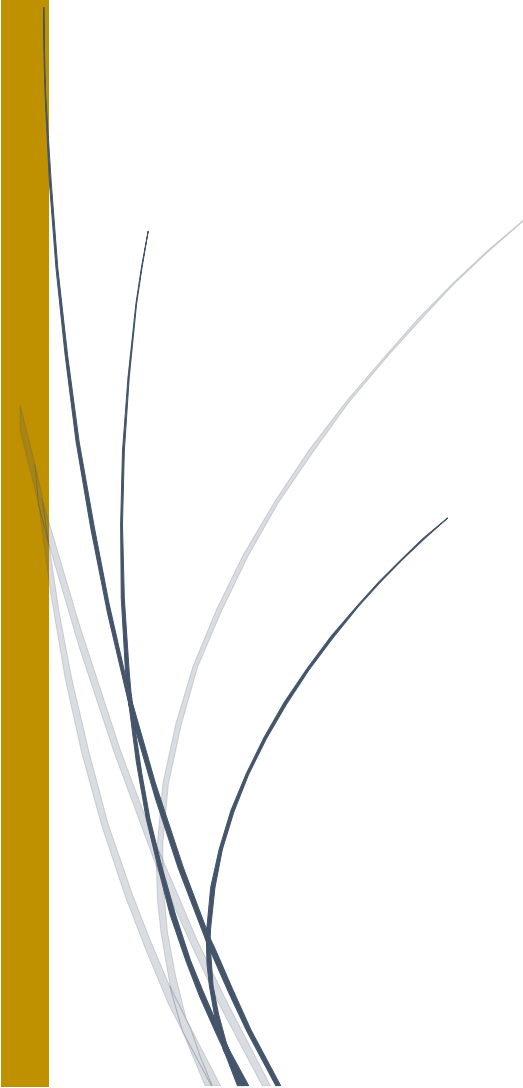
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners to identify the capabilities of each body types:</p> <p>i. Mesomorph-Sprinter, player (all roles) Lifter, etc.</p>  <p>ii. Ectomorph- Long distance runner, midfielder, basketball shooter, etc.</p>  <p>iii. Endomorph- Good swimmer, thrower, hockey goalkeeper, etc.</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	Six
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B6.6.8.1.1-3.
Performance Indicator	Give examples and describe hardware used in Internet of Things (IOT).
Strand	Internet And Social Media
Sub strand	Internet Of Things
Teaching/ Learning Resources	Pictures or projected images
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>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>Guide learners to discuss the IOT hardware in groups.</p> <p><i>IOT hardware includes a wide range of devices such as devices for communication, security, routing, bridges, sensors etc.</i></p> <p>Guide learners to list at least five gadgets used for IOT e.g. Nest Smart Thermostat, Samsung SmartThings Hub, August Smart Lock, etc.)</p>  <p>Guide learners to describe IOT use.</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>

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SAMPLE LESSON NOTES-WEEK 9
BASIC SIX

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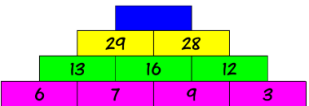
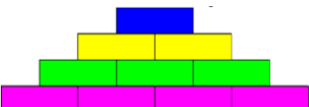
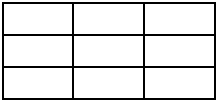
SCHEME OF LEARNING- WEEK 9

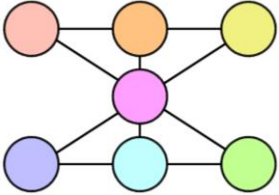

BASIC SIX

Name of School.....

Week Ending			
Class	Six		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B6.1.10.3.2-3. B6.2.8.1.3. B6.3.12.1.1. B6.4.14.2.1. B6.5.9.1.2. B6.6.1.1.1.		
Performance Indicator	<p>A. Learners can draw on prior knowledge to identify subject matter and organizational structure of speech</p> <p>B. Learners can ask and answer questions based on a passage read.</p> <p>C. Learners can form and use adverb phrases correctly</p> <p>D. Learners can write articles on varied topics</p> <p>E. Learners can construct complex sentences correctly</p> <p>F. Learners can read and critique a variety of age - and level appropriate books.</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 familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Help learners to draw on their prior knowledge about speech making. For instance, ensure that learners know the roles of participants, facilitators, advisors and time-keepers in the group.</p> <p>Learners must be conversant with subject matter and the (organizational) structure of their speech.</p> <p>Guide learners to choose their own topics for a speech.</p> <p>Guide the learners to download important speeches from the internet. Discuss the organizational structure of the speeches with 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>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING (Silent Reading)</p> <p>Prepare learners adequately before reading activities. E.g. Discussion of background knowledge, title and accompanying pictures of the reading text, prediction.</p> <p>Provide "While-reading" questions. Have learners read the text silently.</p> <p>Assign learners to answer a variety of questions based on the text e.g. factual, inferential and applicative questions.</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 sing songs and recite familiar rhymes</p>	<p>C. GRAMMAR (Adverb Phrases)</p>	<p>Give learners task to complete whiles you go</p>

	<p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Revise adverbs of manner, place and time.</p> <p>Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word.</p> <p>Provide several examples in context for learners to read out.</p> <p>Provide short texts for learners to identify the adverb phrases.</p> <p>Let learners use the adverb phrases in sentences. E.g. He comes to the house every day.</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</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>(Informative Writing)</i></p> <p>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Guide learners to write articles on varied topics</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>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 play "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 Compound Sentences)</i></p> <p>Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</p> <p>Let learners join pairs of simple sentences into compound ones.</p> <p>Introduce complex sentences with several examples.</p> <p>Elicit similar sentences from learners</p> <p>F. EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</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>Encourage them to visit the local library to read and borrow books</p>



Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 154		
Learning Indicator(s)	B6.4.1.2.1-2		
Performance Indicator	Select a method for collecting data to answer a given question and justify the choice		
Strand	Data		
Sub strand	Data Collection & 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>Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'.</p> <p>(a) The type of drinks to buy for a class party (b) The make of sport shoes to buy for all P6 students (c) The make of school bag to buy for all P6 students</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>Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'.</p> <p>(d) The number of desks in each classroom (e) How much money P6 students spend on bus fare to school every month?</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>Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'.</p> <p>(f) To buy drinks for people in the immediate family of all P6 students at a party. (g) Buy a mobile phone from an online shop.</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>Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> questionnaires <input type="checkbox"/> interview <input type="checkbox"/> observation <input type="checkbox"/> experiments <input type="checkbox"/> databases <input type="checkbox"/> electronic media or internet 	<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>Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> questionnaires <input type="checkbox"/> interview <input type="checkbox"/> observation <input type="checkbox"/> experiments <input type="checkbox"/> databases <input type="checkbox"/> electronic media or internet 	<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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 45		
Learning Indicator(s)	B6.5.3.1.1		
Performance Indicator	Learners can identify the scientific concepts and principles underlying the operation of some industries		
Strand	Humans & The Environment		
Sub strand	Science & Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
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>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>Learners watch a video of kenkey and salt production processes.</p> <p>Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre.</p> <p>Learners must observe the activities and interact with people at the workplace.</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 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>Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the industries visited.</p> <p>Build vocabulary of learners by explaining key terms such as evaporation, salting-out, fermentation and saponification.</p> <p>Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits.</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	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 61		
Learning Indicator(s)	B6.5.1.1.1.		
Performance Indicator	Explain how Ghana co-operates with other nations		
Strand	Our Beliefs And Values		
Sub strand	Our Neighboring Countries		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Learners recall countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso. Learners identify countries surrounding Ghana on a map of West Africa. Learners discuss how Ghana co-operates with her neighbours e.g. trade, sports, political	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object on the board.	Learners recall countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso. Learners identify countries surrounding Ghana on a map of West Africa. Learners discuss how Ghana co-operates with her neighbours e.g. trade, sports, political	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	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & 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>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>Let learners, in groups, discuss attitudes and behaviors of a responsible family member:</p> <ul style="list-style-type: none"> - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> <p>Guide learners to discuss the importance of being committed to the family:</p> <ul style="list-style-type: none"> - <i>to promote unity,</i> - <i>to gain respect,</i> - <i>to be considered a trustworthy person,</i> - <i>to uplift family image, etc.</i> 	<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	Six		
Subject	HISTORY		
Reference	History curriculum Page 46		
Learning Indicator(s)	B6.6.2.1.1		
Performance Indicator	Identify the leaders of the coup d'états and names of their regimes.		
Strand	Independent Ghana		
Sub strand	Military Rule		
Teaching/ Learning Resources	Wall charts, wall words, 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>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><small>Ignatius Kutu Achempong</small></p> 	<p>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Lt. Colonial Ignatius Kutu Achempong</p> <p>Kutu Achempong born on 23 September 1931, was a military head of state of Ghana who ruled from 13 January 1972 to 5 July 1978, when he was deposed in a palace coup. He was later executed by firing squad. He lead the supreme military council I (SMC I) in a coup to overthrow J.A Ankrah's National liberation council.</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>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>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Major General William Kwasi Akuffo</p> <p>William Kwasi Akuffo born on 21 March 1937, was a soldier and Politian. He was a chief of defense staff of the Ghana armed forces and a head of state and chairman of the ruling military council in Ghana from 1978 to 1979. He came to power in a military coup against the government of Kutu Achempong, was overthrown in another military coup and executed three weeks later.</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	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.1.1.1 B6.2.1.1		
Performance Indicator	Learners can generate own ideas for creating own artworks from international artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas		
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>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 make a photo collage 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 photo collage</p> <p>Demonstrate and guide learners to make a simple photo collage.</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>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>In our last performing arts lesson, we learnt how to create their own songs in Three Part Form (ABA).</p> <p>Learners to choose a theme for the song. e.g. history, health, etc.</p> <p>Guide learners to create a tune to go with the words in the song.</p> <p>Sing the song and let the class learn it too</p> <p>Assessment: Learners sing the song in turns and in groups.</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	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.5.6.1.1-2		
Performance Indicator	Learners can recognize and use conjunctions in forming compound sentences correctly.		
Strand	Writing Conventions/ 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 and write some on the board.</p> <p>Join some of the sentences and discuss with the learners the word used in joining the two simple sentences.</p> <p>Explain what conjunctions are to learners and give more examples.</p> <p>Write some more sentences and allow learners to recognize and underline the conjunctions in them.</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>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>Let learners write some conjunctions in their books.</p> <p>Call learners in turns to mention and write them out on the board.</p> <p>Let learners use the conjunctions to form about three sentences.</p> <p>Explain to learners the sentence type formed (Compound sentence). Let learners write some more compound sentences and read them aloud.</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 "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>Let learners write some conjunctions in their books.</p> <p>Call learners in turns to mention and write them out on the board. Let learners use the conjunctions to form about three sentences.</p> <p>Explain to learners the sentence type formed (Compound sentence).</p> <p>Let learners write some more compound sentences and read them aloud.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

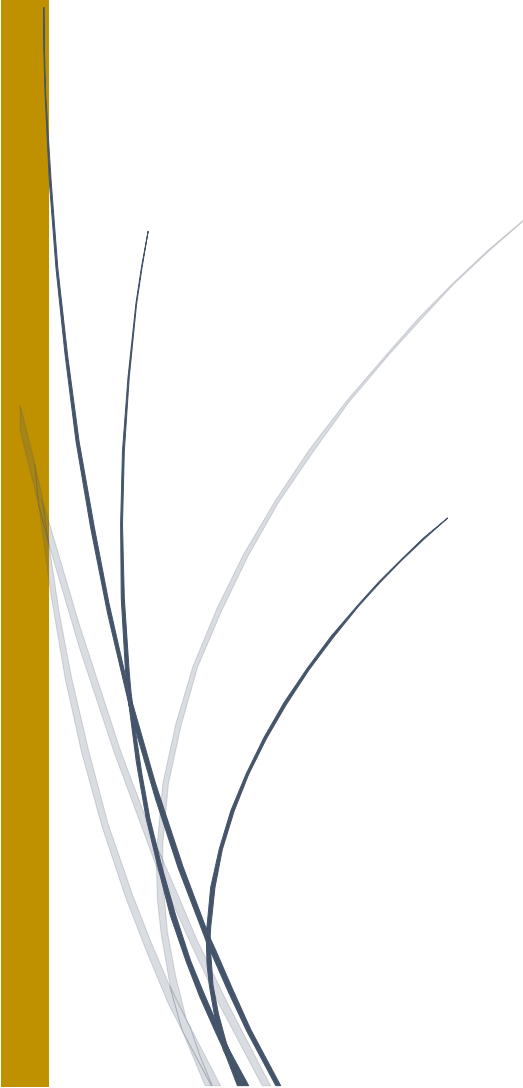
Week Ending	
Class	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 80
Learning Indicator(s)	B6.4.5.4.6
Performance Indicator	Discuss with learners the effects of drug addiction.
Strand	Physical Fitness
Sub strand	Body Composition
Teaching/ Learning Resources	Pictures and Videos
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.	

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>Learners discuss effects of drug addiction as; madness, uneasiness, death, 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>Ask learners to summarize what they have learnt.</p>

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 52		
Learning Indicator(s)	B6.6.9.1.1-4		
Performance Indicator	Devise various techniques on how to protect oneself from online identity theft.		
Strand	Internet And Social Media		
Sub strand	Digital Literacy		
Teaching/ Learning Resources	Pictures or projected images		
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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide learners on how to post detailed personal information online.</p> <p>Guide learners to use strong passwords or passphrases in online sites, etc.</p> <p>Guide learners to differentiate spam from solicited messages.</p> <p>Guide learners to characterize virtual and real friends</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>

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SAMPLE LESSON NOTES-WEEK 10
BASIC SIX

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SCHEME OF LEARNING- WEEK 10

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.10.3.4. B6.2.8.1.3. B6.3.12.1.1. B6.4.15.1.1 B6.5.10.1.1. B6.6.1.1.1.	
Performance Indicator		<p>A. Learners can support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.</p> <p>B. Learners can ask and answer questions based on a passage read</p> <p>C. Learners can form and use adverb phrases correctly.</p> <p>D. Learners can write to friends to express their views on given topics using appropriate letter formats</p> <p>E. Learners can check pieces of literary work for spelling</p> <p>F. Learners can read and critique a variety of age - and level appropriate books.</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 familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE</p> <p>Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience context and culture.</p> <p>Identify and use the appropriate register for formal and informal contexts</p> <p>Present sample speeches to groups to study.</p> <p>Provide topics and guide learners to identify related key vocabulary.</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><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING (Silent Reading)</p> <p>Prepare learners adequately before reading activities. E.g. Discussion of background knowledge, title and accompanying pictures of the reading text, prediction.</p> <p>Provide “While-reading” questions. Have learners read the text silently.</p> <p>Assign learners to answer a variety of questions based on the text e.g.</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>

		factual, inferential and applicative questions.	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>C. GRAMMAR <i>(Adverb Phrase)</i></p> <p>Revise adverbs of manner, place and time.</p> <p>Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word.</p> <p>Provide several examples in context for learners to read out.</p> <p>Provide short texts for learners to identify the adverb phrases.</p> <p>Let learners use the adverb phrases in sentences. E.g. He comes to the house every day.</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>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>Discuss the features of informal letters with learners.</p> <p>Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters.</p> <p>Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic.</p> <p>Learners identify purpose and audience and make a mind map to guide the writing.</p> <p>Each group writes an informal letter and edits it. The letters are passed round the groups for editing.</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>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>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Spelling)</i></p> <p>Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.</p> <p>Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince.</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>Learners play “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>Let their story begin from this end. Use a variety of local stories.</p> <p>Each effort is followed by editing focused on spelling.</p> <p>Learners write their stories in groups and as individuals.</p> <p>Guide learners to create additional groups to correct spellings of words.</p> <p>F. <u>EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</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>
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Week Ending	
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 157
Learning Indicator(s)	B6.4.1.2.3
Performance Indicator	Design and administer a questionnaire for collecting data to answer given questions
Strand	Data
Sub strand	Data Collection & 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>Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question.</p> <p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	<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>
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Tuesday	<p>Can you make a pyramid with 100 at the top?</p>	<p>Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question.</p> <p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	<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>
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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>Guide learners (in each small group) to use tallies and count the results obtained in the organized data table to do a frequency table for each question.</p> <p>Ask learners to study the results in the frequency tables to draw bar or line graphs and write their conclusion.</p> <table border="1"> <thead> <tr> <th>Age</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>12</td> <td>2</td> </tr> <tr> <td>13</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Favourite subject</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>1</td> </tr> <tr> <td>Maths</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Total</td> <td>6</td> </tr> </tbody> </table>	Age	Frequency	11	3	12	2	13	1	Total	6	Favourite subject	Frequency	English	1	Maths	3	Science	2	Total	6	<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>
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Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>Ask learners to identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>																				

		<p>line graphs and the results to solve problems.</p> <p>They may do surveys on the following situations or issues:</p> <ul style="list-style-type: none"> (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students. 	<p>Give remedial learning to those who may need 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 identify questions for a survey, do a question form and collect real data, organize the data obtained into frequency tables and graph it using bar or line graphs and the results to solve problems.</p> <p>They may do surveys on the following situations or issues:</p> <ul style="list-style-type: none"> (a) The type of drinks to buy for a class party. (b) The make of sport shoes to buy for all P6 students. (c) The make of school bag to buy for all P6 students. 	<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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 45		
Learning Indicator(s)	B6.5.3.1.1		
Performance Indicator	Learners can identify the scientific concepts and principles underlying the operation of some industries		
Strand	Humans & The Environment		
Sub strand	Science & Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
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>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>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>Learners watch a video of kenkey and salt production processes.</p> <p>Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre.</p> <p>Learners must observe the activities and interact with people at the workplace.</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 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>Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the industries visited.</p> <p>Build vocabulary of learners by explaining key terms such as evaporation, salting-out, fermentation and saponification.</p> <p>Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits.</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	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 61		
Learning Indicator(s)	B6.5.1.1.1.		
Performance Indicator	Explain how Ghana co-operates with other nations		
Strand	Our Beliefs And Values		
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 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 talk about the reasons why Ghana should continue to co-operate with other nations e.g.</p> <p>i. Some ethnic groups cut across political boundaries. E.g. Ewes in Ghana, Togo and Benin; Sissalas in Ghana and Burkina Faso.</p> <p>ii. She cannot supply all her needs. As a developing nation, Ghana gets many goods and services from other nations e.g. petroleum from Nigeria, tomato from Burkina Faso, eggs from La Cote D'Ivoire.</p> <p>iii. Ghana also trades with some of her neighbors. e.g. Ghana used to sell electricity to Togo and Cote D'Ivoire.</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 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 dramatize the processes to follow in accepting help from other nations e.g.</p> <p><i>i. Be wise so that the help will not be used as way to control your country.</i> <i>ii. Find out whether the help will not lead to negative effects on individuals or the country.</i> <i>iii. Find out if there is a hidden motive.</i> <i>iv. Decide on whether your nation is willing to be a friend to the nation giving the help or not.</i></p> <p>Accept the help if it will not have negative effects on the nation.</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	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & 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.	Let learners, in groups, discuss attitudes and behaviors of a responsible family member: - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> Guide learners to discuss the importance of being committed to the family: - <i>to promote unity,</i> - <i>to gain respect,</i> - <i>to be considered a trustworthy person,</i> - <i>to uplift family image, etc.</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.

Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 46		
Learning Indicator(s)	B6.6.2.1.1		
Performance Indicator	Identify the leaders of the coup d'états and names of their regimes.		
Strand	Independent Ghana		
Sub strand	Military Rule		
Teaching/ Learning Resources	Wall charts, wall words, 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>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>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Major General William Kwasi Akuffo</p> <p>William Kwasi Akuffo born on 21 March 1937, was a soldier and Politian. He was a chief of defense staff of the ghana armed forces and a head of state and chairman of the ruling military council in Ghana from 1978 to 1979. He came to power in a miliatry coup against the government of Kutu Achempong, was overthrown in another military coup and excuted three weeks later.</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>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>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Flt Lt. Jerry John Rawlings</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	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B6.1.2.2 B6.1.2.3
Performance Indicator	Learners can creating own artworks that reflect the physical and social environments of some communities in the world
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 pictures of the dance for them to talk about it.</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	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.5.7.1.1-3		
Performance Indicator	Learners can fill in missing words from a short passage.		
Strand	Writing Conventions/ 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 <u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Give a passage to learners to read. Select all the nine and ten letter words in the passage and write them on the board. Discuss the words with learners. Spell out, together with learners, the words on the board. Call individual learners to spell the words to the class. Dictate the words for learners to write in their books. Put learners into groups and do a spelling game among the groups	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	Give a passage with nine and ten letter words missing from it. Write the missing words on the board. Ask learners to fill in the missing words in the 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 <u>Row, Row, Row Your Boat"</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Read passages for learners to listen to. Discuss the unfamiliar words. Give the passages to learners to read. Dictate the passage for the learners to write.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.4.6.4.7		
Performance Indicator	Discuss with learners the capabilities of the various body types.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.			
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 discuss the body types: Mesomorph- medium body type and ectomorph-slim body type.</p> <p>Learners identify capabilities of various body types such as mesomorph-long distance runners', endomorphs- good swimmers, throwers, etc.</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	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 53		
Learning Indicator(s)	B6.6.10.1.1.-2		
Performance Indicator	<p>Explain Internet etiquette and how to deal with it.</p> <p>Investigate on the responsible use of computers.</p>		
Strand	Internet And Social Media		
Sub strand	Internet Etiquette		
Teaching/ Learning Resources	Pictures or projected images		
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>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 explain Internet etiquette and elaborate on some rules associated with it.</p> <p><i>Internet etiquette are the rules and regulations that governs how users use the internet.</i></p> <p>Guide learners to investigate on the responsible use of computers.</p> <p>i. Information privacy ii. Copy right. Hardware, Software and information theft</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>