

## WEEKLY SCHEME OF LEARNING- WEEK SEVEN (7)

### BASIC SIX

Name of school.....

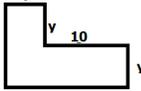
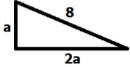
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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.   |  |  |
| <b>Class</b>  | Six   |  |  |
| <b>Subject</b>  | <b>ENGLISH LANGUAGE</b>   |  |  |
| <b>Reference</b>  | English language curriculum Page  |  |  |
| <b>Learning Indicator(s)</b>  | B6.1.3.1.3. B6.2.3.1.2. B6.3.4.1.1. B6.4.6.1.3.<br>B6.5.3.1.2. B6.6.1.1.1.  |  |  |
| <b>Performance Indicator</b>  | <ul style="list-style-type: none"> <li>A. Learners can compose eight-line poems</li> <li>B. Use words with digraphs to make meaningful sentences</li> <li>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons e.g. regular: fastest irregular: better</li> <li>D. Learners can elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples</li> <li>E. Learners can Identify and use: proper nouns to refer to organizations/events</li> <li>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</li> </ul> |  |  |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library  |  |  |
| <b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving |   |  |  |
| <b>DAYS</b>   | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>  | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>  | <b>PHASE 3:<br/>REFLECTION 10MINS<br/>(Learner And Teacher)</b>  |
| Monday  | Engage learners to recite some familiar poems they know.  | <p>A. <b><u>ORAL LANGUAGE</u></b></p> <p>Discuss the process of poem composition and lead learners to write a “class” poem.</p> <p>Have learners work in groups to write some meaningful lines on a given topic.</p> | <p>What have we learnt today?</p> <p>composing eight-line poems</p> <p>Review the lesson with learners</p> |

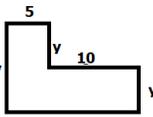
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|           |  | <p>Guide learners to put the lines or sentences together to constitute a meaningful eight-line poem.</p> <p><b>Assessment:</b> Have groups recite/perform their poems to the class.</p>   |  |         |          |         |         |          |          |  |  |
| Tuesday   | <p>Have learners to sing songs and recite familiar rhymes.</p> <p><u>RAIN RAIN GO AWAY</u><br/> Rain, rain go away<br/> Come again another day<br/> Little children wants to play<br/> Rain, rain go away</p>  | <p><b>B. <u>READING</u></b></p> <p>Digraphs are two letters that make a third letter sound, when combined, such as /sh/, /ch/</p> <p>Consonant digraphs are those speech sounds made by groups of two consonants to make a single sound. Examples are<br/> /Sh/ as in shirt<br/> /Ch/ as in church<br/> /Gh/ as in Ghana<br/> /Ph/ as in phone</p> <p>Have learners identify words having specific digraphs and form meaningful sentences with the words.<br/> e.g.s. of digraphs:</p> <table border="1"> <tr> <td>ch-chair</td> <td>ck-duck</td> </tr> <tr> <td>ph-phone</td> <td>ng-sing</td> </tr> <tr> <td>sh-ship</td> <td>qu-queen</td> </tr> <tr> <td>wh-whale</td> <td></td> </tr> </table> <p><b>Assessment:</b> Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words:</p> | ch-chair   | ck-duck | ph-phone | ng-sing | sh-ship | qu-queen | wh-whale |  | <p>What have we learnt today?</p> <p>Using words with digraphs to make meaningful sentences</p> <p>Review the lesson with learners</p> |
| ch-chair  | ck-duck  |   |  |         |          |         |         |          |          |  |  |
| ph-phone  | ng-sing  |   |  |         |          |         |         |          |          |  |  |
| sh-ship   | qu-queen   |   |  |         |          |         |         |          |          |  |  |
| wh-whale  |  |   |  |         |          |         |         |          |          |  |  |
| Wednesday | <p>Engage learners to play the “I am thinking of a name” game.</p> <p>The teacher thinks of a name of a child in the class e.g. princess. They then give clues to help the learners work out whose name it is. At the beginning all the children stand up but they must sit down if the clue does not apply to them.</p> | <p><b>C. <u>GRAMMAR</u></b></p> <p>Revise the comparatives with learners.</p> <p>Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding <b>-er</b>.</p> <p>E.g. Compare the heights of two learners:<br/> i. Musah is tall. Safianu is short.<br/> ii. Musah is taller than Safianu.</p>  | <p>What have we learnt today?</p> <p>use comparatives forms of regular and irregular adjectives to make comparisons</p> <p>Review the lesson with learners</p> |         |          |         |         |          |          |  |  |

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|                 | <p>For example<br/> Clue 1- teacher claps the number of syllables in the name (2 for princess)<br/> Clue 2- the name has an /i/ sound in it<br/> Clue 3- the name starts with /p/<br/> Clue 4- this is a girl’s name<br/> Clue 5- the second sound is /r/</p> <p>By this stage there should only be princess left and the children will have guessed that it is her name the teacher is describing.</p> | <p>Guide learners to form the superlative forms of regular adjectives by adding <b>-est</b>.</p> <p>E.g. Ali is the tallest.</p> <p>Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative.</p> <p>E.g. good better best</p> <p>Provide a text for learners to identify the examples.</p> <p>Learners use the irregular forms of adjectives in sentences</p> <p>Assist learners to use the adjectival forms position, more – and most –<br/> much more most<br/> intelligent more intelligent most intelligent</p> <p>For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond.</p> |   |
| <p>Thursday</p> | <p>Engage learners to play the “Sound hunters “</p> <p>Children are split into teams.<br/> One from each team is chosen with a toy gun.</p> <p>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound.</p>  | <p><b>D. WRITING</b></p> <p>Display a model paragraph.<br/> By way of revision,</p> <p>Have learners identify the main idea and supporting ideas.</p> <p><b>Think-Pair-Share:</b> Have pairs of learners discuss why a main idea in a paragraph needs elaboration, explanation or examples and share their views with peers and the whole class.</p> <p>Give learners a topic sentence for them to elaborate on by</p>  | <p>What have we learnt today?</p> <p>Justifying the main ideas of a paragraph by providing relevant details and examples</p> <p>Review the lesson with learners</p> |

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|        | <p>The person who shoots first wins and stays on.</p> <p>The loser sits down and another person from that team comes up.</p> <p>Whichever team has its player standing at the end wins.</p> <p>Modify this game for the rhyming words</p>   | <p>providing details (explanation/examples).</p> <p>E.g.<br/>Topic sentence: Kofi is a good child.</p>  |  |
| Friday | <p>Revise some familiar rhymes and tongue-twisters taught.</p> <p><u>BAA BAA BLACK SHEEP</u><br/>Baa, baa, black sheep<br/>Have you any wool?<br/>Yes sir, yes sir,<br/>Three bags full<br/>One for my master<br/>And one for my dame<br/><b>And one for the little boy who lives down the lane.</b></p> <p>Guide learners to choose and read books during the library period</p> | <p><b>E. <u>WRITING CONVENTIONS</u></b><br/>Provide learners with opportunities to further practice using these nouns.</p> <p>Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>Use language drills and games to help learners to practice.<br/>e.g. a pair drill for singular/plural nouns<br/>– Learner “A” gives a noun – mango<br/>– Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</p> <p><b>A. <u>EXTENSIVE READING</u></b><br/>Lead discussion on the importance of reading widely.</p> <p>Have learners read books of their choice independently during the library period.</p> | <p>Review the lesson with learners.</p> <p>Have learners to tell what they read to the whole class</p> |

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|  |  | <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a-two-paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books.</p> <p>Encourage them to share whatever they read with their mates.</p> |  |
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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Class</b>  | Six   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Subject</b>  | <b>MATHEMATICS</b>  |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Reference</b>  | Mathematics curriculum Page 141   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Learning Indicator(s)</b>  | B6.2.2.1.1  |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Performance Indicator</b>  | Learners can demonstrate understanding of algebraic expressions as mathematical phrases that can contain letters which represent ordinary numbers and operators (like add, subtract, multiply, and divide).   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Strand</b>   | Algebra   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Sub strand</b>   | Algebraic expression  |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Teaching/ Learning Resources</b>   | Match sticks  |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision |   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| <b>DAYS</b>   | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>  | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>  | <b>PHASE 3:<br/>REFLECTION<br/>10MINS<br/>(Learner And Teacher)</b> |                       |                               |                              |  |  |                   |                               |                                 |
| Monday  | <p>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number.<br/>Example, I have 5....Who has 9?</p> | <p>Write algebraic expressions for word problems:</p> <table border="1"> <tr> <td>1) Sum of 8 and s</td> <td>2) Take away 4 from m</td> </tr> <tr> <td>3) 9 times the sum of 8 and q</td> <td>4) Subtract 4 from 7 times g</td> </tr> <tr> <td>5) One-sixth of n is added to the product of 9 and y</td> <td>6) Three-fourths of the sum of c and 2</td> </tr> <tr> <td>7) 8 divided by r</td> <td>8) 8 times the sum of c and 7</td> </tr> </table> <p><b>Assessment:</b> have learners to solve several examples</p> | 1) Sum of 8 and s   | 2) Take away 4 from m | 3) 9 times the sum of 8 and q | 4) Subtract 4 from 7 times g | 5) One-sixth of n is added to the product of 9 and y | 6) Three-fourths of the sum of c and 2 | 7) 8 divided by r | 8) 8 times the sum of c and 7 | Review the lesson with learners |
| 1) Sum of 8 and s   | 2) Take away 4 from m   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| 3) 9 times the sum of 8 and q   | 4) Subtract 4 from 7 times g  |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| 5) One-sixth of n is added to the product of 9 and y  | 6) Three-fourths of the sum of c and 2  |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| 7) 8 divided by r   | 8) 8 times the sum of c and 7   |  |   |                       |                               |                              |  |  |                   |                               |                                 |
| Tuesday   | <p>Engage learners to sing songs and recite some familiar rhymes they know<br/><u>ONE POTATO, TWO POTATOES</u><br/>One potato, two potatoes, three potatoes, four</p>   | <p>Write algebraic expressions for the perimeter of the following shapes</p> <p>1) </p> <p>2) </p> <p><b>Assessment:</b> have learners to solve several examples</p>  | Review the lesson with learners<br>Review the lesson with learners  |                       |                               |                              |  |  |                   |                               |                                 |

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|           | Five potatoes, six potatoes, seven potatoes, more.   |   |                                 |
| Wednesday | <p>Engage learners in the “Counting Down” game</p> <p>Example explain that to subtract 12-2, the learner starts at 12 and count down to 2. That is 12,11,10,9,8,7,6,5,4,3.....(2).<br/>.....(2).</p> <p>Let students know that, the subtracting number is excluded from the count down.</p>  | <p>Write algebraic expressions for the area of the following shapes</p> <p>1) </p> <p>2) </p> <p><b>Assessment:</b> have learners to solve several examples</p>  | Review the lesson with learners |
| Thursday  | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>   | <p>Simplify basic algebraic expressions by grouping like terms. E.g.</p> <p>1) <math>5 + 4z - 1 + 2z</math> 2) <math>10s - 1 + 3 - 5s</math><br/> 3) <math>-6t - 7 - 2 - 3t</math> 4) <math>2 - z - 1 + 4z</math><br/> 5) <math>-9c + 7c + 8 - 3c</math> 6) <math>-5p + 3px - 7 - 5px + 10x</math></p> <p><b>Assessment:</b> have learners to solve several examples</p>  | Review the lesson with learners |
| Friday    | <p>Engage learners to sing songs and recite familiar rhymes</p> <p>I AM COUNTING ONE</p> <ul style="list-style-type: none"> <li>• I’m counting one, what is one</li> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Saviour</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God.</li> </ul> | <p>Substitute a value for an unknown into an expression and correctly calculate the answer. E.g. Find the values of these algebraic expressions using the values given in the following:</p> <p>1) <math>z + 7d</math> use <math>z = 7</math> and <math>d = 4</math> 2) <math>8k + d</math> use <math>k = 2</math> and <math>d = 3</math><br/> 3) <math>7(5f - 3n) - 8</math> use <math>n = 3</math> and <math>f = 7</math> 4) <math>7d - 2f + 9</math> use <math>d = 2</math> and <math>f = 5</math><br/> 5) <math>-5f + 8b + 4 - 9</math> use <math>f = 9</math> and <math>b = 3</math> 6) <math>-6(2x - 7h)</math> use <math>h = 2</math> and <math>x = 4</math></p> <p>(ii) If Sena used 13 match sticks in making next pattern squares,<br/> (i) Write a mathematical sentence that represents the matchsticks.<br/> (ii) How many match sticks will she need to make the pattern with 10 squares?</p> | Review the lesson with learners |

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|  |  | <p>how many squares did she make if she used 64 match sticks?</p> <p><b>Assessment:</b> have learners to solve several examples</p> |  |
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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.  |  |  |
| <b>Class</b>  | Six  |  |  |
| <b>Subject</b>  | <b>SCIENCE</b>   |  |  |
| <b>Reference</b>  | Science curriculum Page 36   |  |  |
| <b>Learning Indicator(s)</b>  | B6.2.1.3.1   |  |  |
| <b>Performance Indicator</b>  | Learners can know the functions of carbon within the environment   |  |  |
| <b>Strand</b>   | Cycles   |  |  |
| <b>Sub strand</b>   | Earth Science  |  |  |
| <b>Teaching/ Learning Resources</b>   | Pictures and videos  |  |  |
| <b>Core Competencies:</b> Communication and Collaboration Personal Development and Leadership |  |  |  |
| <b>DAYS</b>   | <b>PHASE 1: STARTER</b> 10<br>MINS<br><b>(Preparing The Brain For Learning)</b>  | <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | <b>PHASE 3: REFLECTION</b> 10MINS<br><b>(Learner And Teacher)</b>  |
|   | Review previous lesson on the functions of carbon dioxide with learners  | Learners are assisted to discuss the following questions:<br>(1) materials in the environment that contain carbon;<br>(2) the role of carbon in those materials.           | What have we learnt today?<br><br>Functions of carbon within the environment<br><br>Have learners to summarize the main points in the lesson |
|   | Group learners into three (3), appoint a leader from each group to act as the teacher.<br>Ask them to summarize what was covered in the previous/current lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins | Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide. | What have we learnt today?<br><br>Functions of carbon within the environment<br><br>Have learners to summarize the main points in the lesson |
|   | Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.                                      | Learners use role-play to understand the function of carbon within the environment, e.g. the function of carbon in relation to pencils, charcoal, food and carbon dioxide. | What have we learnt today?<br><br>Functions of carbon within the environment<br><br>Have learners to summarize the main points in the lesson |

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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.   |  |   |
| <b>Class</b>  | Six   |  |   |
| <b>Subject</b>  | <b>OUR WORLD OUR PEOPLE</b>   |  |   |
| <b>Reference</b>  | Our World Our People curriculum Page 49   |  |   |
| <b>Learning Indicator(s)</b>  | B6.1.4.1.1.   |  |   |
| <b>Performance Indicator</b>  | Learners can Identify ways of promoting food safely   |  |   |
| <b>Strand</b>   | All about us  |  |   |
| <b>Sub strand</b>   | Home and school   |  |   |
| <b>Teaching/ Learning Resources</b>   | Pictures and videos   |  |   |
| <b>Core Competencies:</b> Personal Development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship Trust, Commitment, Loyalty Respect, Obedience, Humility Unity, Responsibility Togetherness |   |  |   |
| <b>DAYS</b>   | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>                              | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>  | <b>PHASE 3: REFLECTION 10MINS<br/>(Learner And Teacher)</b>   |
|   | Engage learners to sing songs and recite some familiar rhymes they know, that relates to the lesson | Learners discuss ways of ensuring food safely e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot  | What have we learnt today?<br><br>Promoting Food Safety<br><br>Have learners to summarize the main points in the lesson |
|   | Engage learners to sing songs and recite some familiar rhymes they know, that relates to the lesson | Learners demonstrate how to cook and serve hot food safely<br><br><i>Note</i><br>Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners | What have we learnt today?<br><br>Promoting Food Safety<br><br>Have learners to summarize the main points in the lesson |
|   | learners to sing songs and recite some familiar rhymes they know, that relates to the lesson        | Learners demonstrate how to cook and serve hot food safely<br><br><i>Note</i><br>Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners | What have we learnt today?<br><br>Promoting Food Safety<br><br>Have learners to summarize the main points in the lesson |

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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.  |   |   |
| <b>Class</b>  | Six  |   |   |
| <b>Subject</b>  | <b>RELIGIOUS AND MORAL EDUCATION</b>   |   |   |
| <b>Reference</b>  | RME curriculum Page 48   |   |   |
| <b>Learning Indicator(s)</b>  | B6 1.2.1.2:  |   |   |
| <b>Performance Indicator</b>  | Learners can explain the religious and moral lessons in preserving the environment.                                  |   |   |
| <b>Strand</b>   | God his creation and attributes  |   |   |
| <b>Sub strand</b>   | The environment  |   |   |
| <b>Teaching/ Learning Resources</b>   | Videos and pictures  |   |   |
| <b>Core Competencies:</b> Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship |  |   |   |
| <b>DAYS</b>   | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>   | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>   | <b>PHASE 3: REFLECTION 10MINS<br/>(Learner And Teacher)</b>   |
|   | <p>Tell learners stories about creation.</p> <p>Have learners to sing songs and rhymes in relation to the lesson</p> | <p>Guide learners to talk about the religious and moral lessons in preserving the environment:</p> <ul style="list-style-type: none"> <li>- humankind must account for his or her stewardship of the environment,</li> <li>- to promote healthy life,</li> <li>- to respect other creatures' right to survival,</li> <li>- it is a command from God, etc.</li> </ul> <p>Through questions and answers, let learners show how they can preserve the environment:</p> <ul style="list-style-type: none"> <li>- Afforestation,</li> <li>- proper methods of fishing and hunting,</li> <li>- proper disposal of refuse,</li> <li>- legal methods of mining,</li> <li>- avoiding indiscriminate bush-burning,</li> <li>- proper ways of sand-winning, etc.</li> </ul> <p><b>Assessment:</b> Engage learners in a "fish bowl" to discuss the moral lessons in preserving the environment.</p> | <p>What have we learnt today?</p> <p>Moral lessons in preserving the environment.</p> <p>have learners to summarize the main points in the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |

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|  |  | learners take turns as contributors and listeners   |   |
|  | <p>Write nine key words used in the previous lesson, in boxes on the board.</p> <p>Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all</p> | <p>Let learners do a project on the preservation of the environment: tree-planting, clean-up exercises in the school environment, etc.</p> <p>Have learners write about their project work findings for class discussion.</p> | <p>What have we learnt today?</p> <p>Moral lessons in preserving the environment.</p> <p>have learners to summarize the main points in the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |

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| <b>Class</b>   | Six   |   |   |
| <b>Subject</b>   | <b>HISTORY</b>  |   |   |
| <b>Reference</b>   | History curriculum Page   |   |   |
| <b>Learning Indicator(s)</b>   | B6.4.4.1.1  |   |   |
| <b>Performance Indicator</b>   | Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.   |   |   |
| <b>Strand</b>  | Colonisation and Developments under Colonial Rule in Ghana  |   |   |
| <b>Sub strand</b>  | Political Developments Under Colonial Rule  |   |   |
| <b>Teaching/ Learning Resources</b>  | Videos and pictures   |   |   |
| <b>Core Competencies:</b> use evidence to analyze and reconstruct political developments during the colonial period, creativity and innovation |   |   |   |
| <b>DAYS</b>  | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>  | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>   | <b>PHASE 3: REFLECTION 10MINS<br/>(Learner And Teacher)</b>   |
|  | 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 concept                                 | Explain the concepts of 'direct' and 'indirect' rule<br><br>Discuss the features of 'direct' and 'indirect' rule  | What have we learnt today?<br><br>the features of British colonial rule in Ghana including 'direct' and 'indirect' rule<br><br>have learners to summarize the main points in the lesson |
|  | Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders | Discuss the division of the colony into provinces<br><br>Discuss the advantages and disadvantages of 'direct' and 'indirect' rule.<br><br>Role play indirect rule in the Gold Coast | What have we learnt today?<br><br>the features of British colonial rule in Ghana including 'direct' and 'indirect' rule<br><br>have learners to summarize the main points in the lesson |

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| <b>Week Ending</b>                  | 25 <sup>th</sup> October, 2019.   |   |  |
| <b>Class</b>                        | Six   |   |  |
| <b>Subject</b>                      | <b>CREATIVE ARTS</b>  |   |  |
| <b>Reference</b>                    | Creative Arts curriculum Page   |   |  |
| <b>Learning Indicator(s)</b>        | B6 1.4.6.1  |   |  |
| <b>Performance Indicator</b>        | Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the medium and style of the international visual artists studied |   |  |
| <b>Strand</b>                       | Visual Arts   |   |  |
| <b>Sub strand</b>                   | Appreciating an appraising  |   |  |
| <b>Teaching/ Learning Resources</b> | Photos, videos, art paper, colours and traditional art tools , other materials available in the community   |   |  |
| <b>Core Competencies:</b>           |   |   |  |
| <b>DAYS</b>                         | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>  | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>   | <b>PHASE 3: REFLECTION 10MINS<br/>(Learner And Teacher)</b>  |
|                                     | Have learners to watch videos and pictures on appreciating artworks   | Have Learners to discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below;<br><br>identify the correct vocabulary to use for appreciating and appraising artworks;<br><br>agree on what to use the appraisal report for and how to share it;<br><br>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; | What have we learnt today?<br><br>Expressing feelings and thoughts about own and others' displayed visual artworks<br><br>Have learners to summarize the important points in the lesson. |
|                                     | Have learners to watch videos and pictures on appreciating artworks   | Fix a day/date for the appreciation/appraisal/jury.<br><br><b>Suggested Guidelines</b><br><br><b>Description of the work:</b><br>The elements in the work   | What have we learnt today?<br><br>Expressing feelings and thoughts about own and others' displayed visual artworks   |

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|  |  | <p>(dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work,</p> <p><b>Subject matter:</b> Meaning, message, topic, mood, feelings, history, religion, environment, global warming</p> <p><b>Appraisal:</b> What the work can be used for, likes, good things in the work, beauty, social and cultural value, correlation (connecting to other areas of learning)</p> <p><b>Experiences to share:</b> The design process through thinking and composing, planning and making, displaying and sharing, etc.</p> | <p>Have learners to summarize the important points in the lesson.</p> |
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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.   |   |   |
| <b>Class</b>  | Six   |   |   |
| <b>Subject</b>  | <b>GHANAIAN LANGUAGE</b>  |   |   |
| <b>Reference</b>  | Ghanaian Language curriculum Page 78  |   |   |
| <b>Learning Indicator(s)</b>  | B6.3.1.1.1 B6.3.1.1.2   |   |   |
| <b>Performance Indicator</b>  | <ul style="list-style-type: none"> <li>Learners can pay attention to ascending and descending letters that are not easy to write.</li> <li>Learners can write sentences using joint scripts.</li> </ul> |   |   |
| <b>Strand</b>   | Writing   |   |   |
| <b>Sub strand</b>   | Penmanship/ handwriting   |   |   |
| <b>Teaching/ Learning Resources</b>   | Manila cards, markers, recorded audios visual   |   |   |
| <b>Core Competencies:</b> Communication and collaboration Creativity and innovation |   |   |   |
| <b>DAYS</b>   | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>  | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>   | <b>PHASE 3: REFLECTION 10MINS<br/>(Learner And Teacher)</b> |
|   | <p>Have learners play Pick and Read game.</p> <p>Have learners pick word cards, blend the sounds and read one syllable words, then writes the word on the board</p>                                     | <p>Give learners longer sentences on flashcards to read.</p> <p>Show the flashcards to the learners.</p> <p>Assist learners pay attention to ascending and descending letters that are not easy to write.</p> <p><b>Assessment:</b> Give list of words and allow learners to write correct sentences from them.</p> | Review the lesson with learners                             |
|   | Give learners longer sentences on flashcards to read.   | <p>Discuss joint scripts with learners.</p> <p>Use some joint scripts to write some sentences on the board.</p> <p>Show the flashcards to the learners.</p> <p>Help learners write sentences using joint scripts from the sentences on the flashcard</p>  | Review the lesson with learners                             |

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|  | <p>Have learners to sing songs and recite some familiar rhymes</p> | <p>Discuss joint scripts with learners.</p> <p>Use some joint scripts to write some sentences on the board.</p> <p>Show the flashcards to the learners.</p> <p>Help learners write sentences using joint scripts from the sentences on the flashcard</p> | <p>Review the lesson with learners</p> |
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| <b>Week Ending</b>   | 25 <sup>th</sup> October, 2019.  |  |   |
| <b>Class</b>   | Six  |  |   |
| <b>Subject</b>   | <b>PHYSICAL EDUCATION</b>  |  |   |
| <b>Reference</b>   | Physical Education curriculum Page 75  |  |   |
| <b>Learning Indicator(s)</b>   | B6.2.1.2.1:  |  |   |
| <b>Performance Indicator</b>   | Learners can explain the importance of open space in playing team games.               |  |   |
| <b>Strand</b>  | Movement Concepts, Principles and Strategies   |  |   |
| <b>Sub strand</b>  | Space Awareness  |  |   |
| <b>Teaching/ Learning Resources</b>  | Videos and pictures  |  |   |
| <b>Core Competencies:</b> personal and communication skills as speaking, listening |  |  |   |
| <b>DAYS</b>  | <b>PHASE 1: STARTER</b> 10<br><i>MINS</i><br><b>(Preparing The Brain For Learning)</b> | <b>PHASE 2: MAIN</b> 40 <i>MINS</i><br><b>(New Learning Including Assessment)</b>  | <b>PHASE 3: REFLECTION</b> 10 <i>MINS</i><br><b>(Learner And Teacher)</b> |
|  | Have learners to sing songs and recite some familiar rhymes                            | Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to operate in a conducive atmosphere.<br><br>Self-space and general space are very important when working in groups.<br><br>Self-space is the amount of space one occupies when not travelling. | Review the lesson with learners   |

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| <b>Week Ending</b>  | 25 <sup>th</sup> October, 2019.  |  |   |
| <b>Class</b>  | Six  |  |   |
| <b>Subject</b>  | <b>COMPUTING</b>   |  |   |
| <b>Reference</b>  | Computing curriculum Page  |  |   |
| <b>Learning Indicator(s)</b>  | B6.1.3.1.4. B6.1.3.1.5. B6.1.3.1.6.  |  |   |
| <b>Performance Indicator</b>  | <ul style="list-style-type: none"> <li>Learners can demonstrate basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations etc.</li> <li>Learners can demonstrate how to manage users of the Desktop</li> <li>Learners can demonstrate how to collect data (e.g. listening to radio, reading newspapers, interviews use of questionnaires etc.)</li> </ul> |  |   |
| <b>Strand</b>   | Introduction to MS-Windows Interface   |  |   |
| <b>Sub strand</b>   | Data, Sources And Usage  |  |   |
| <b>Teaching/ Learning Resources</b>   | Photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)  |  |   |
| <b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy |  |  |   |
| <b>DAYS</b>   | <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing The Brain For Learning)</b>   | <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | <b>PHASE 3: REFLECTION</b> 10MINS<br><b>(Learner And Teacher)</b> |
|   | Have learners to sing songs and recite some familiar rhymes  | <p>Guide learners to sort data in alphabetical order (increasing and decreasing order) and perform basic calculations such as multiplying, dividing and adding vales of sample data.</p> <p>Learners can also be guided to generate age data from dates of birth.</p> <p>Guide learners to brainstorm how to manage users of the Desktop. Use videos or pictures that show</p> | Review the lesson with learners                                   |

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|  |  | <p>how to manage users of the Desktop.</p> <p>Facilitate learners to do same.</p> <p><b>NB:</b> This is to help the learner with fundamental principle of problem solving skills and creativity in computing and computer science.</p> <p>Lead learners to collect data the community using simple questionnaire, surveys, documents, observations, and record their findings data</p> |  |
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