



SAMPLE LESSON NOTES-WEEK 4
BASIC SIX

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 4

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	
Learning Indicator(s)		B6.1.3.1.2. B6.2.7.1.1. B6.3.2. 1.2. B6.4.9.1.1. B6.5.3.1.2. B6.6.1.1.1	
Performance Indicator		<p>A. Learners can discuss values in poems and talk about the importance of these values in society</p> <p>B. Learners can construct meaning from texts</p> <p>C. Learners can identify and use quantifiers.</p> <p>D. Learners can select a topic of choice on a national issue, brainstorm ideas and organize them before writing</p> <p>E. Learners can identify and use: proper nouns</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>Revise learners RPK by asking them to sing previous songs taught.</p> <p>Play a variety of songs to learners; ranging from circular music, highlife to gospel etc.</p> <p>Have learners to sing other familiar songs they know.</p>	<p>A. <u>ORAL LANGUAGE</u> (Poems Pg.153)</p> <p>Engage learners to recite some familiar poems.</p> <p>Discuss the meaning of lines using appropriate expressions and vocabulary of a selected poem.</p> <p>Guide learners with questions to identify some values in the lines recited.</p> <p>Have them relate the values identified to day-to-day living.</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>Call out letter sounds for learners to identify the appropriate letters using the word cards</p> <p>Have learners blend letter sounds to produce four and five letter-words</p> <p>Paste a chart on the board showing multi-syllabic words.</p>	<p>B. <u>READING</u> (Comprehension Pg.175)</p> <p>Select level-appropriate texts for learners.</p> <p>Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</p> <p>Learners connect their background knowledge to help</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>them make meaning of the text as they read.</p> <p>Assist learners with a variety of questions to make meaning during and after reading the text.</p> <p>Lay emphasis on the need to use the environment of a word to get its meaning.</p>	
Wednesday	<p>Revise all the types of nouns with learners.</p> <p>Learners give examples and form short/complex sentences with the types of nouns</p>	<p>C. GRAMMAR (Determiners Pg.182)</p> <p>Revise nouns and articles briefly.</p> <p>Introduce quantifiers in context. Learners listen to or read a text having several quantifiers.</p> <p>Learners identify the nouns and the words that go with them (quantifiers).</p> <p>Elicit examples from learners.</p> <p>In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers. Role(s) are reversed</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Engage learners in the memory game.</p> <p>The students are shown a chart with many sentences on it. The catch is they are shown it for just a few seconds. The students are then asked to recall what they saw and write it down in their books</p>	<p>D. WRITING (Writing as a Process Pg.200)</p> <p>Scaffold the writing process. i. Pre-writing</p> <p>Have learners select and discuss a national issue with their partners.</p> <p>Have learners brainstorm to generate as many ideas as possible about the topic.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or an appropriate graphic organizer. E.g. line diagram</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>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Naming Words Pg.211)</p> <p>Provide learners with opportunities to further practice using these nouns.</p> <p>E.g. a. <i>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.</i></p> <p>b. <i>Use language drills and games to help learners to practice.</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>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.g. a pair drill for singular/plural nouns – Learner “A” gives a noun – mango – 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>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)	B6.1.2.1.1		
Performance Indicator	Apply mental mathematics strategies and number properties to determine answers for basic multiplication facts to 81 and related division facts		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<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>Have learners to recite multiplication tables from 2 to 9</p>	<p>Describe the mental maths strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ➤ Skip count up by one or two groups from a known fact E.g., if $5 \times 7 = 35$, then 6×7 is equal to $35 + 7$ and $(7 \times 7$ is equal to $35 + 7 + 7)$ ➤ Skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8)$ ➤ Doubling E.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$ <p>Assessment: engage and guide learners to solve several examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>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>Have learners to recite multiplication tables from 2 to 9</p>	<p>Describe the mental maths strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ➤ Patterns when multiplying by 9 E.g., for 9×6, think $10 \times 6 = 60$, and $60 - 6 = 54$; for 7×9, think $7 \times 10 = 70$, and $70 - 7 = 63$ ➤ Repeated Doubling 	<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>E.g., if 2×6 is equal to 12, then 4×6 is equal to 24 and 8×6 is equal to 48</p> <ul style="list-style-type: none"> ➤ Repeated Halving E.g., for $60 \div 4$, think $60 \div 2 = 30$ and $30 \div 2 = 15$) ➤ Relating Division to Multiplication E.g., for $64 \div 8$, think $8 \times \dots = 64$ <p>Assessment: guide learners to solve several examples on how to answer basic multiplication facts to 81 using different strategies</p>	
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros</p> <p>E.g. for 3×200 think of 3×2 and then add two zeros</p> <p>E.g. Apply halving and doubling when determining a given product E.g. 32×5 is the same as 16×10</p> <p>Assessment: guide learners to solve several examples in their work books.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>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>Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form E.g., $6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108$. Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., $29 \times 7 = (30 \times 7) - (1 \times 7) = 203$).</p> <p>Explain the property for determining the answer when multiplying numbers by 1 and 0</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>Describe the mental maths strategies used to determine a given basic fact, such as</p> <ul style="list-style-type: none"> ➤ Skip count up by one or two groups from a known fact E.g., if $5 \times 7 = 35$, 	<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>then 6×7 is equal to $35 + 7$ and (7×7 is equal to $35 + 7 + 7$)</p> <ul style="list-style-type: none">➤ Skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$, then 7×8 is equal to $64 - 8$ and 6×8 is equal to $64 - 8 - 8$)➤ Doubling E.g., for 8×3 think $4 \times 3 = 12$, and $8 \times 3 = 12 + 12$ <p>Assessment: Engage and guide learners to solve several examples.</p>	
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Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.1.2.1.2		
Performance Indicator	Investigate the uses of metals in everyday life and link the uses to their properties		
Strand	Diversity Of Matter		
Sub strand	Materials		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons balloons		
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>Display different objects made from metals.</p> <p>Engage learners in groups to write names of the objects and present their answers in class</p>	<p>Learners, through discussion, come out with uses of metals by observing the objects displayed in class or from a video (these include farm tools, jewelry, ornaments, cars, bridges, metallic spoons).</p> <p>Have learners to investigate the use of metals in everyday life and presents their findings to class</p>	<p>What have we learnt today?</p> <p>Uses of metals in everyday life.</p> <p>Have learners to summarize the main points in the lesson.</p>
	<p>Revise learners RPK by engaging them in the 'Mystery Box'</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>Have learners to link the use of the metal to its property</p> <p>E.g. copper is used to make wires because it conducts electricity, aluminum is used to make roofing sheets because it is malleable.</p> <p>Relate the lesson to everyday life to promote curiosity</p>	<p>What have we learnt today?</p> <p>Uses of metals in everyday life.</p> <p>Have learners to summarize the main points in the lesson.</p>

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page45		
Learning Indicator(s)	B6.1.2.1.2.		
Performance Indicator	Explain how to manage the problems that occur during adolescence		
Strand	All About Us		
Sub strand	Myself		
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)
	Have learners to write on a sheet of paper the following What is adolescence? list changes that occur during adolescence	Revise with learners on the challenges facing adolescence using the Future's Wheel e.g. i. engaging in sexual activity can result in ii. acquiring sexually transmitted infections (STIs) including HIV iii. teenage pregnancy and parenthood iv. streetism and poverty v. drug use and abuse vi. negative peer pressure leading to criminal activities	What have we learnt today? problems associated with adolescence Have learners to summarize the important points in the lesson
	Have learners to write on a sheet of paper the following What is adolescence? list 3 problems associated with adolescence	Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g. <i>i. counselling from a responsible adult ii. discussing problems with peers and siblings iii. dressing in a modest way to avoid enticing the iv. opposite sex v. being assertive (self-confidence to say 'NO' to premarital vi. sex and other actions which may destroy vii. your future plans) viii. respecting the sexual rights of others ix. not forcing to have sex with pupils, etc.</i> Groups to present reports for class discussion	What have we learnt today? Solving problems associated with adolescence Have learners to summarize the important points in the lesson

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 47		
Learning Indicator(s)	B6.1.2.1.1:		
Performance Indicator	Explain how humankind and the environment interrelate.		
Strand	God's Creation And Attributes		
Sub strand	The Environment		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Tell learners story about creation</p> <p>Learners to sing a song about creation</p>	<p>With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives.</p> <p>Let learners mention things around us that were created by God: - air , water, land, plants, animals, etc.</p> <p>Guide learners to discuss the inter relationship among God's creatures: - Humankind and animals depend on plants for air, food, medicine, shelter, etc. - Plants depend on humankind and other animals</p>	<p>Ask learners leading questions to review their understanding of the lesson</p> <p>Have learners read the key words written on the board</p>

Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 40		
Learning Indicator(s)	B6.3.4.1.1		
Performance Indicator	Assess the changes that the European presence brought to Ghana.		
Strand	Europeans In Ghana		
Sub strand	Impact Of European Presence		
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)
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today? The change that the European presence brought to Ghana Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana Engage learners in a 'fish bowl' activity Have learners in the fish bowl discuss the impacts of European presence in Ghana, while the learners observe them	What have we learnt today? Impacts of European presence on Ghana Have learners to summarize the important points in the lesson

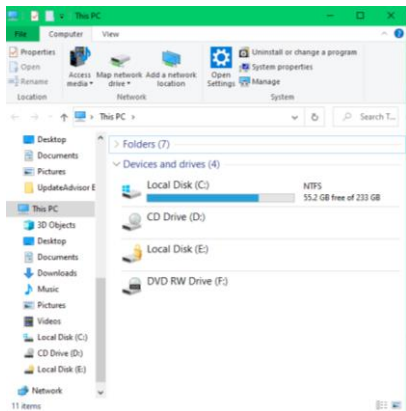
Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6 2.2.2.1 B6 2.2.3.1		
Performance Indicator	Experiment with available performing arts media and techniques to create performing artworks		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing (Performing Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<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 are to critically examine the compositions and performances of some international artists.</p> <p>Make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Dance by Michael Jackson.</p> <p>Discuss and share their experiences through peer review</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and 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>Put learners in groups to present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world.</p> <p>Compose and share own music, dance, drama and poems similar to the works and style of the international artists studied using available media, instruments, etc. from the local environment.</p> <p>Discuss compositions through peer review</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

Week Ending	
Class	Six
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 74
Learning Indicator(s)	B6.2.4.1.1.-3
Performance Indicator	Read and recognize words with diagraphs in sentences and paragraphs.
Strand	Reading
Sub strand	Phonics: Letter And Sound Knowledge
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>Ask learners to mention some words and write them on the board.</p> <p>Group the words into two, those consisting of diagraphs and those without diagraphs.</p> <p>Discuss the concept of diagraphs with learners.</p> <p>Write words which consist of diagraphs with their diagraphs underlined on flashcards</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>Revise the lesson on syllables with the learners.</p> <p>Write some words on the board and ask learners to form sentences with them.</p> <p>Show flashcards with syllables written on them to the learners.</p> <p>Help learners blend three or more syllables to form words and read them out aloud.</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>A B C SONG 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>Ask learners to mention words they know and write the words on the board.</p> <p>Discuss the sounds in the words and discuss consonant clusters.</p> <p>Show flashcards with words that have consonant clusters written on them to learners.</p> <p>Help learners recognize and read the words with consonant clusters</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)	B6.1.3.1.4		
Performance Indicator	Roll ball using a stick in a game situation (hockey)		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Ball and stick		
Core Competencies: Learners develop personal skills such as flexibility, muscular strength, agility			
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)
	Take learners through 5 minutes jogging to warm the body up	Learner rolls a ball with their sticks to a distance after general and specific warm-up. Learner practice ball rolling in varied patterns such as straight rolling, curve rolling, etc.	Learners to practice individually and in groups how to roll a ball with stick. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson

Week Ending	
Class	Six
Subject	COMPUTING
Reference	Computing curriculum Page 31
Learning Indicator(s)	B6.1.2.1.4.-6
Performance Indicator	Illustrate the use of File Explorer window
Strand	Programming And Databases
Sub strand	Introduction To MS-Windows Interface
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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and 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 the use of the Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu.</p> <p>Guide learners to the use File Explorer window and locations of the computer through the file explorer.</p>  <p>Guide learners to locate the hard drives and other removable storage icons in the File explorer.</p> <p>Guide learners to use the File Explorer Ribbon (Home Ribbon only); the use of the Clipboard and Organize tools of the Home Ribbon of the File Explorer, and Open New Window and Close tools of the File Menu of the File Explorer</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>