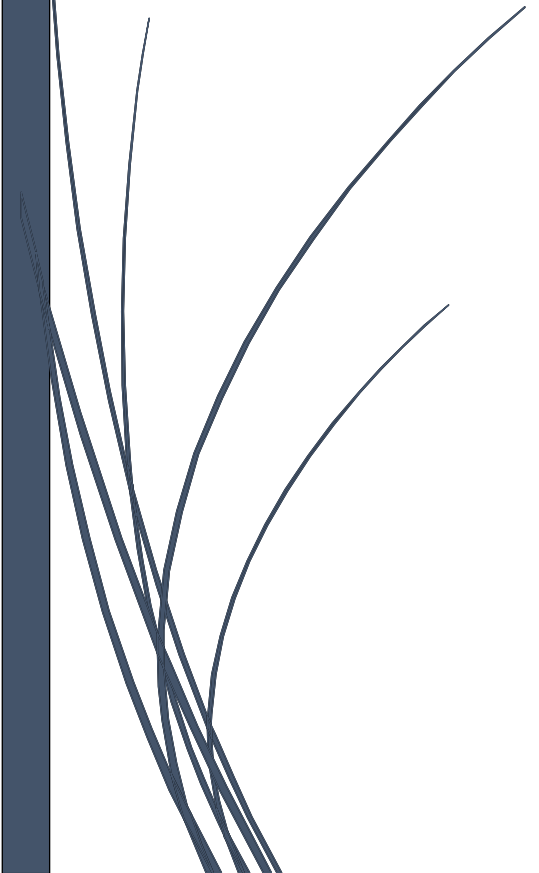
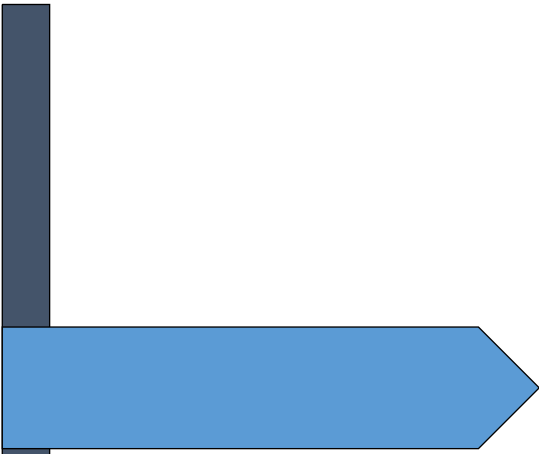


**WEEKLY LESSON NOTES-WEEK ELEVEN
(11)**

BASIC FOUR



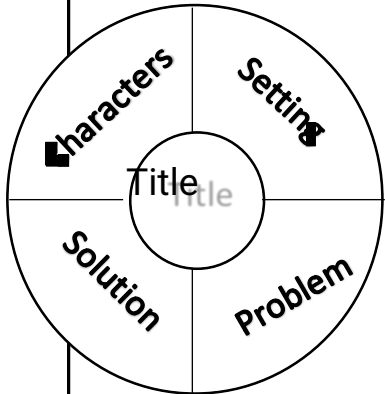
WEEKLY SCHEME OF LEARNING- WEEK ELEVEN (11)

BASIC FOUR

Name of School.....

Week Ending	22 nd November, 2019.		
Class	Four		
Subject	ENGLISH LANGUAGE		
Reference	English language curriculum		
Learning Indicator(s)	B4. 1.4.1.2. B4.2.4.1.1. B4.3.4.1.1. B4.4.9.3.1. B4.5.4.1.3. B4.6.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> A. Learners can tell own stories B. Learners can use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences C. Learners can use adjectives to make comparison D. review and revise the one-paragraph draft taking out irrelevant details E. Learners can use the present perfect form of verbs to relate past events to the present F. Learners can learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read 		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
Core Competencies: Reading and Writing Skills, Personal Development and Leadership, Communication and Collaboration			
DAYS	PHASE 1: STARTER 10 <i>MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40 <i>MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION 10 <i>MINS</i> (Learner And Teacher)

<p>Monday</p>	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ROUND AND ROUND THE GARDEN</u></p> <p>Round and round the garden Like a teddy bear One step, two step Tickle you under there</p>	<p>A. ORAL LANGUAGE</p> <p>Have students think about a familiar story, like "Hansel and Gretel."</p> <p>Display the Elements of a Story: Circle Chart using a document camera.</p> <p>In the section labeled characters, write "Who?" and explain that the characters are the people or</p>	<p>Review the lesson with learners</p> <p>Assessment: tell learners a short story.</p> <p>Display a blank copy of the circle chart, and have learners to complete each</p>
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<p>Elements of story: story chart</p>		<p>repeating your sentence and adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a tractor'. The words don't have to actually be something they can get in the market, as long as they begin with the same sound. The game continues to the next learner who</p>	<p>where the story takes place. Write "when & where" in the section labeled setting, then have students describe the setting (i.e., a house made of candy, in the woods).</p> <p>Repeat with problem (the conflict that the character(s) face) and solution (the resolution to the problem).</p>
<p>Tuesday</p>	<p>Engage learners to play "My mother went to the market:" game.</p> <p>The teacher starts by saying 'My mother went to the market and she bought'. Complete the sentence with an item, for example, tomatoes. A learner continues by</p>	<p>must remember all the items and add their own.</p> <p>animals the story is about. Then ask students to name the main characters in the story (i.e., Hansel, Gretel, and the witch) and record their answers on the chart.</p> <p>Explain that setting is when and</p>	<p>B. READING</p> <p>Revise digraphs and have learners identify them in words.</p> <p>Introduce diphthongs in context. Have learners to understand that some letters make</p>

a more complicated sound together, and that you have to move your mouth around to make the sound.

Write the letters “oy” on the board. Pronounce the sound that they make, emphasizing how your mouth moves around to make the sound. Teach each diphthong individually or in pairs (e.g., “oy” and “oi”), leaving plenty of time for practicing each diphthong before moving on to another.

Divide students into pairs, and instruct each student to make up to three sentences with the diphthongs on the list. For example, they might write “The boy had a toy” or “I set soil on the foil.

section of the chart. (Note:

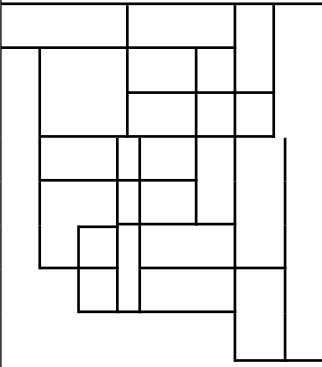

Allow time for students to discuss each section with a partner as you complete the chart.)

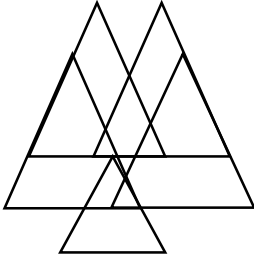
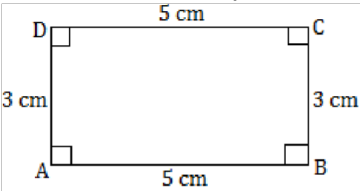
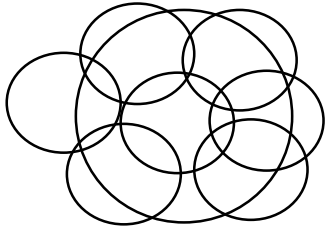
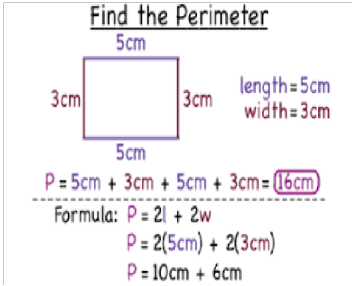
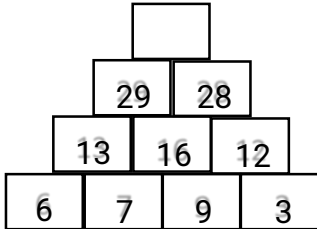
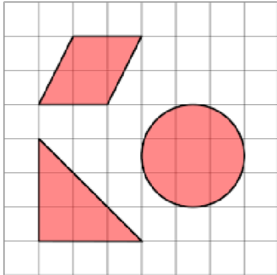
Review the lesson with learners

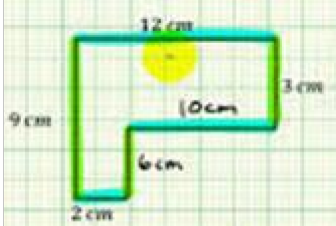
		Assessment: Learners form their own sentences using words having diphthongs	
Wednesday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>HICKORY DICKORY DOCK</u> Hickory, dickory, dock The mouse went up the clock, The clock struck one, The mouse went down, Hickory, dickory, dock Tick, tock, tick, tock 2x Hickory dickory dock</p> <p>Hickory dickory dock The mouse went up the clock, The clock struck two, The mouse went down, Hickory dickory dock Tick, tock, tick, tock 2x Hickory dickory dock</p>	<p>C. GRAMMAR</p> <p>Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.</p> <p>Introduce regular adjective forms:</p> <p>Regular adjectives form their imperative by adding er E.g. small–smaller, big–bigger, etc.</p> <p>Assist learners with examples to use comparative adjectives appropriately. e.g.</p> <p>i. Ama is taller than Kwesi. ii. This ruler is longer than that one.</p> <p>Learners form sentences with the comparative forms of adjectives.</p>	Review the lesson with learners

<p>Thursday</p>	<p>Engage learners to play the “Back to the Board” Game.</p> <p>Display word cards on the teachers table in front of the class. Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p>	<p>D. WRITING</p> <p>Have pupils revise their first draft.</p> <p>Ask them to set aside their first draft for a while and return to it to read over slowly and critically, and reread it several times.</p> <p>Have learners use these questions as a revision guide:</p> <ul style="list-style-type: none"> i. Is my topic interesting? ii. Does the beginning catch the reader’s attention? iii. Are the ideas easy to understand? iv. Do all the sentences say something about the topic? <p>Encourage learners to make as many changes as necessary to improve their work.</p>	<p>Review the lesson with learners</p>
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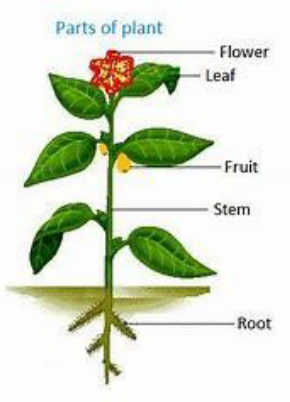
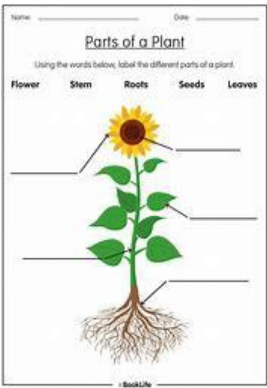
<p>Friday</p>	<p>Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep</p> <p>Guide learners to choose and read books during the library period</p>	<p><u>E. WRITING CONVENTION</u></p> <p>Learners in pairs plan what they will do during the next weekend.</p> <p>They put their plan into writing using modal auxiliaries.</p> <p>Let two pairs come together to form bigger groups to edit their work one after the other.</p> <p>Pairs of learners read their work to the class for discussion.</p> <p><u>F. EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a- twoparagraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</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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Week Ending	22 nd November, 2019.		
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 39		
Learning Indicator(s)	B4.3.3.1.1 B4.3.3.1.2		
Performance Indicator	<ul style="list-style-type: none"> Learners can estimate perimeter using referents for centimeter or meter Learners can measure and record perimeter for regular and irregular shapes in cm and m. 		
Strand	Geometry and Measurement		
Sub strand	Measurement- (Perimeter and Area)		
Teaching/ Learning Resources	Exercise book, floor tiles, math set		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners to find how many rectangles</p> 	<p>Using pupils' referents for centimeter or meter estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>

<p>Tuesday</p>	<p>Have learners to find how many triangles</p> 	<p>Ask pupils to use a ruler to measure all the sides of a regular shape and sum up the result to obtain the perimeter</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>
<p>Wednesday</p>	<p>Have learners to find how many circles</p>	<p>Ask pupils to use a ruler to measure all the sides of a regular shape and sum up the result to obtain the perimeter</p>	<p>Review the lesson with learners</p>
		<p>Find the Perimeter</p> 	<p>Assessment: Have learners to practice with more examples.</p>
<p>Thursday</p>	<p>Have learners to guess the number at the top of the pyramid</p> 	<p>Pupils to explore the area of irregular cut-out shapes using graph sheets. Pupils to trace the shape on the graph sheet and count out the unit squares</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>

Friday	<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>Pupils to explore the area of irregular cut-out shapes using graph sheets. Pupils to trace the shape on the graph sheet and count out the unit squares</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>
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Week Ending	22 nd November, 2019.		
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 7		
Learning Indicator(s)	B4.2.2.1.1.		
Performance Indicator	Learners can observe, identify and give functions of the parts of a plant		
Strand	Cycles		
Sub strand	Life Cycles of Organisms		
Teaching/ Learning Resources	Sample plants, videos and pictures		
Core Competencies: Creativity and innovation Personal development and leadership Communication and Collaboration Critical Thinking and Problem-Solving			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)

	<p>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture</p>	<p>Learners, in groups, uproot young plants from the school surroundings for a class activity.</p> <p>Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower).</p>	<p>What have we learnt today?</p> <p>Parts and functions of a plant</p> <p>Ask learners to summarize the main points of the lesson</p>
	<p>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture</p>	<p>Learners draw annotated diagrams of the plants and display them in class.</p> 	<p>What have we learnt today?</p> <p>Parts and functions of a plant</p> <p>Ask learners to summarize the main points of the lesson</p>
	<p>Paste a chart on the board showing a picture of a plant</p> <p>Have learners to talk about the picture</p>	<p>Learners relate the functions of the parts to their positions on the plant.</p> <ul style="list-style-type: none"> the root is the part of the plant that takes in water and minerals for the plant the stem has vessels that transport sap and water throughout the plant 	<p>Have learners to draw and label the parts</p> 

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Week Ending	22 nd November, 2019.		
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 9		
Learning Indicator(s)	B4.2.2.1.1.		
Performance Indicator	Learners can explore the relationship between living and nonliving things in the environment		
Strand	All Around Us		
Sub strand	Plants and Animals		
Teaching/ Learning Resources	Pictures, word cards , chart an videos		
Core Competencies: Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	<p>Have learners to sing songs and recite rhymes in relation to the lesson</p> <p>Teacher brings a bag into the classroom that contains an object that has a connection to the lesson. It is then passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.</p>	<p>Learners in groups, discuss the relationship between the following living and non-living things:</p> <ul style="list-style-type: none"> • Plants and soil: Plants grow in soil • Plants and sunlight: Plants need sunlight to prepare their own food • Plants and water: Plants needs water to grow 	<p>What have we learnt today?</p> <p>Relationship between living and non-living things in the environment</p> <p>Have learners to summarize the lesson</p>

	<p>Have learners to sing songs and recite rhymes in relation to the lesson</p> <p>Revise with learners the previous lesson</p>	<p>Learners in groups, discuss the relationship between the following living and non-living things:</p> <ul style="list-style-type: none"> • Humans and air: Humans breathe in air to live • Humans and water: Human needs water to survive and use it for other domestic and commercial purposes • Humans and land: Humans farm on lands for food and shelter 	<p>What have we learnt today?</p> <p>Relationship between living and non-living things in the environment</p> <p>Have learners to summarize the lesson</p>
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Week Ending	22 nd November, 2019.		
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 26		
Learning Indicator(s)	B4 2.1.1.3:		
Performance Indicator	Learners can differentiate between religious and non-religious songs.		
Strand	Learners can state the purpose of worship in the three main religions.		
Sub strand	Religious Practices and their Moral Implications		
Teaching/ Learning Resources	Religious Worship in the Three Major Religions in Ghana		
<p>Core Competencies: Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership</p>			
DAYS	<p>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</p>	<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</p>

	<p>Have learners to sing songs relating to the lesson</p> <p><u>I NEED THEE EVERY HOUR</u></p> <p>I need thee every hour Most gracious Lord; No tender voice like Thine, Can peace afford? I need Thee, O I need Thee, Every hour I need Thee! O bless me now, my Savior I come to Thee.</p>	<p>Ask learners to mention songs sung in Ghana.</p> <p>Let learners differentiate between religious and non-religious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc.</p> <p>Put learners in groups to list titles of religious and non-religious songs.</p> <p>Let learners sing some religious and non-religious songs.</p>	<p>What have we learnt today?</p> <p>Difference between religious and non-religious songs</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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Week Ending	22 nd November, 2019.
Class	Four
Subject	HISTORY
Reference	History curriculum Page 23
Learning Indicator(s)	B4.1.4.1.1
Performance Indicator	Learners can describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town light house, Gbewa Palace, Larabanga Mosque etc.
Strand	My Country Ghana
Sub strand	Major historical location
Teaching/ Learning	Videos and pictures

Resources

Core Competencies: They enhance their personal development, become creative, innovative and digitally literate

DAYS	PHASE 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>Paste a chart on the board showing pictures of some Historical sites in Ghana</p>  <p>Have learners talk about the chart</p> <p>Learners to identify some of the sites by names.</p>	<p>With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built)</p> <p>Explain some of the uses to which these historical locations have been put since they were built.</p>  <p>Match these historical locations to where they can be located</p>	<p>What have we learnt today?</p> <p>Ghana's major historical locations</p> <p>Ask learners to summarize the important points in the lesson</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Revise with learners on the previous lesson</p>	<p>Show and discuss a documentary/ slides on these locations in Ghana</p> <p>Retell the stories behind some of the historical location including Flagstaff house, GBC, Burma camp, Kumasi military museum, Komfo Anokye Sword in Kumasi etc.</p>	<p>Ask learners to summarize the important points in the lesson</p> <p>Give learners a task to match pictures of various historical locations in Ghana to their correct names.</p>

Week Ending	22 nd November, 2019.
Three	Four

Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 1.3.4.1 B4 2.3.4.1		
Performance Indicator	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of the history and culture of the people of Ghana		
Strand	Visual Arts And Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
Core Competencies: Decision Making, Creativity and Innovation			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery	Have learners to trace and make drawings of different images of objects on manila cards. Show samples of Christmas cards to learners and have them do same on their own. Learners to make and color paper wall hangings for Christmas 	Teacher guides learners in any difficulties
	Prepare and set the stage for the exhibition	Have learners to display their artworks on the exhibition stage. Teacher(s) go round and observe artworks created by learners.	Teacher(s) express their judgments on the artworks

Week Ending	22 nd November, 2019.		
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 25		
Learning Indicator(s)	B4.5.2.1.1 B4.5.2.1.2 B4.5.2.1.3		
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate the use of commas. • Learners can write sentences using full stops appropriately. • Learners can recognize and use the question marks appropriately in writing 		
Strand	Writing Conventions		
Sub strand	Integrating Grammar In Written Language (punctuation)		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation Communication and collaboration			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Engage learners to sing the alphabet songs	Use commas in sentences on the board. Let learners demonstrate the use of commas by writing sentences in groups. Let learners show their work to the class and discuss it with them.	Review the lesson with learners Have learners to tell what they have learnt in the lesson
	Revise with learners on the previous lesson	Write sentences on cardboards and show it to learners. Let learners read the sentences as a group. Call learners to put the full stop at the right positions in the sentences. Let learners write sentences using full stops effectively.	Review the lesson with learners Have learners to tell what they have learnt in the lesson

	Revise with learners on the previous lesson	Write questions on the board using question marks appropriately. Encourage learners to recognize and use the question marks appropriately in writing. Write a piece on the board and call learners to put in the correct punctuations	Review the lesson with learners Have learners to tell what they have learnt in the lesson
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Week Ending	22 nd November, 2019.
Class	Four
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 52
Learning Indicator(s)	B4.4.1.4.2
Performance Indicator	Learners can discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of time
Strand	Physical Fitness Concepts, Principles and Strategies
Sub strand	Healthy Diet
Teaching/ Learning Resources	Videos and pictures
Core Competencies: learners develop personal and communication skills such as listening, writing, speaking, etc., during lesson activities.	

DAYS	PHASE 1: 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 specific and general warm ups	Learners discuss how prolong activities like jogging, walking, etc. improve endurance. Have learners to engage in activities that improves endurance	Review the lesson with learners Call learners in turns to summarize the learners Learners end the lesson with cool down

Week Ending	22 nd November, 2019.		
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum Page 5		
Learning Indicator(s)	B4.1.3.1.1. B4.1.3.1.2.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can use strategies for identifying data in conversation and newspapers. • Learners can use strategies for classifying data into information (i.e. sorting and classifying) 		
Strand	Introduction to computing		
Sub strand	Data sources and usage		
Teaching/ Learning Resources	Photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publication, oral history		
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 <i>10 MINS</i> (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)

	For Learning)		
	Revise with learners on the previous lesson	<p>Guide learners to discuss strategies, which can be used to identify data and information.</p> <p>Use different approaches to aid identify data in conversation and newspaper e.g. grouping students, role play etc.</p> <p>Guide learners to identify and record data in the different forms (e.g. age, shoe size, etc.)</p> <p>Assist learners to extract and classify the relevant data into information</p>	Review the lesson with learners