

SAMPLE LESSON NOTES-WEEK TWELVE (12)
BASIC FOUR

Fayol Inc.

Thanks to all, for the support you have shown us. The annual, termly and weekly scheme of learning from Fayol Inc. are samples to guide the classroom teacher on the new curriculum.

We do not own any content of the curriculum.

See you next term. Merry Christmas

SAMPLE SCHEME OF LEARNING- WEEK TWELVE (12)

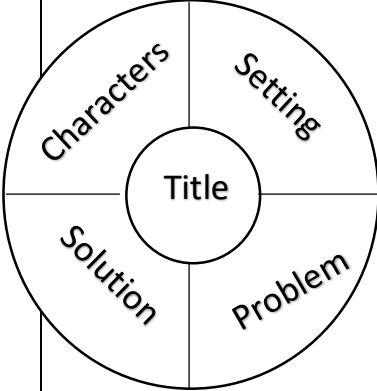
BASIC FOUR

Name of School.....

Week Ending	29 th 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. B4.4.9.3.2. B4.5.4.1.3. B4.6.1.1.1.
Performance Indicator	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. Learners can proofread draft, check capitalization usage, punctuation and spelling 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

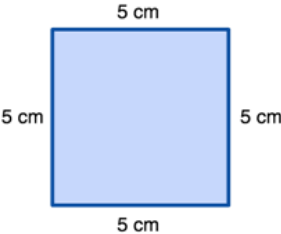
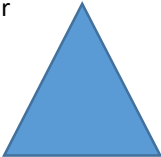
Core Competencies: Reading and Writing Skills, Personal Development and Leadership, Communication and Collaboration

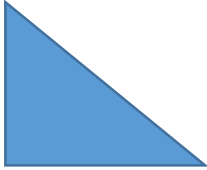

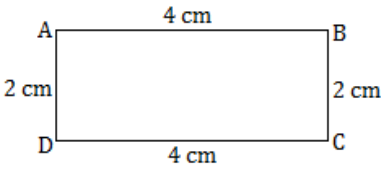
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite some familiar rhymes they know <u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear One step, two step Tickle you under there	A. <u>ORAL LANGUAGE</u> Have students think about a familiar story, like "Hansel and Gretel." Display the Elements of a Story: Circle Chart using a document camera. In the section labeled characters, write "Who?" and explain that the characters are the people or animals the story is about. Then ask students to name the main characters in	Review the lesson with learners Assessment: tell learners a short story. Display a blank copy of the circle chart, and have learners to complete each section of the chart. (Note: Allow time for students to discuss each section

<p>Elements of story: story chart</p>		<p>the story (i.e., Hansel, Gretel, and the witch) and record their answers on the chart.</p> <p>Explain that setting is when and 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>with a partner as you complete the chart.)</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.</p> <p>A learner continues by 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 must remember all the items and add their own.</p>	<p>B. <u>READING</u></p> <p>Revise digraphs and have learners identify them in words.</p> <p>Introduce diphthongs in context.</p> <p>Have learners to understand that some letters make a more complicated sound together, and that you have to move your mouth around to make the sound.</p> <p>Write the letters “oy” on the board. Pronounce the sound that they make, emphasizing how your mouth moves around to make the sound.</p> <p>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.</p> <p>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</p>	<p>Review the lesson with learners</p>

		<p>“The boy had a toy” or “I set soil on the foil.</p> <p>Assessment: Learners form their own sentences using words having diphthongs</p>	
Wednesday	<p>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them</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. 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
Thursday	<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 learners proofread the revised draft of their writing with focus on the conventions of punctuation, capitalization, spellings, etc.</p> <p>Let them do peer editing.</p> <p>Learners check their partners’ writing for errors (punctuations, spelling, etc.)</p> <p>Have learners write a neat final copy and read it once again to check for errors.</p>	Review the lesson with learners

<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>E. <u>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>F. <u>EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a two-paragraph summary of the book read.</p> <p>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	29 th November, 2019.		
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.3.3.1.3		
Performance Indicator	Learners can develop and apply a formula for determining perimeter of square and rectangle		
Strand	Geometry and Measurement		
Sub strand	Measurement- (Perimeter and Area)		
Teaching/ Learning Resources	Cut out 2-D shapes		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Attention to Precision			
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)
Monday	Play games and recite rhymes to get learners ready for the lesson	Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the perimeter 	Review the lesson with learners Assessment: Have learners to practice with more examples.
Tuesday	Play games and recite rhymes to get learners ready for the lesson	Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the Perimeter 	Review the lesson with learners Assessment: Have learners to practice with more examples.



<p>Wednesday</p>	<p>Play games and recite rhymes to get learners ready for the lesson</p>	<p>Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the Perimeter</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>
<p>Thursday</p>	<p>Play games and recite rhymes to get learners ready for the lesson</p>	<p>Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the Perimeter</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>
<p>Friday</p>	<p>Play games and recite rhymes to get learners ready for the lesson</p>	<p>Given a rectangular cut out shape, ask pupils to measure the sides of the shape and determine the perimeter of the shape</p>  <p>Therefore the perimeter of the triangle given is $AB + AD + BC + CD$. Thus $4\text{cm} + 2\text{cm} + 4\text{cm} + 2\text{cm} = 12\text{cm}$</p>	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples.</p>

Week Ending	29 th November, 2019.		
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 7		
Learning Indicator(s)	B4.2.2.1.2.		
Performance Indicator	Learners can examine some common seeds and how they germinate		
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 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Paste a chart on the board showing a picture of a seed growing Have learners to talk about the picture	Review learner's knowledge that seeds can germinate with or without soil. Learners will work with beans or maize seeds. Learners first observe the dry seed coat, then when it absorbs water to swell rupturing of seed coat,	Ask learners to tell and summarize what they have learnt
	Paste a chart on the board showing a picture of a seed growing Have learners to talk about the picture	Learners then observe the sprouting of the root, sprouting of the stem and seed leaves, the elongation of the root and stem.	Ask learners to tell and summarize what they have learnt
	Revise the previous lesson with learners	Learners follow the process and write reports. NB: Report should include diagrams of each stage of germination.	Ask learners to tell and summarize what they have learnt

Week Ending	29 th November, 2019.		
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 9		
Learning Indicator(s)	B4.2.2.1.2.		
Performance Indicator	Learners can recognize the need to preserve living and non-living things in the environment as a responsible		
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 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Revise with learners on the previous lesson	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. E.g. Plants provide oxygen, food, medicine, fuel wood, clothes. Animals provide food, medicine, manure, clothes.	Ask learners to summarize the main points of the lesson
	Revise with learners on the previous lesson	Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods.	Ask learners to summarize the main points of the lesson

Week Ending	29 th 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	Religious Practices and their Moral Implications		
Sub strand	Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources			
Core Competencies: Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing songs relating to the lesson</p> <p><u>I NEED THEE EVERY HOUR</u> 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>

Week Ending	29 th 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 Resources	Videos and pictures
Core Competencies: They enhance their personal development, creative, innovative ad 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	29 th November, 2019.		
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 2.4.7.1		
Performance Indicator	Learners can analyze and appraise own or others' compositions and artworks and present reports/feedback on works that reflect the history and culture of the people of Ghana		
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 and 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)
	Have learners to watch videos and pictures on appreciating artworks	Learners are to display (real/photographs/video) selected works (own or that of others) that reflect the history and culture of the people of Ghana; Set and spell out guidelines on expressing feelings and thoughts on artworks. Have learners to talk about the works dispassionately using the developed guidelines;	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.
	Have learners to watch videos and pictures on appreciating artworks	use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks; Record/document the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, and WhatsApp).	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.

Week Ending	29 th November, 2019.
Class	Four
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B4.6.1.1.1
Performance Indicator	Learners can read long stories aloud correctly
Strand	Extensive reading
Sub strand	Building the love and culture of reading in learners
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 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 the alphabet songs	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually.	Review the lesson with learners
	Revise with learners on the previous lesson	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually.	Review the lesson with learners
	Revise with learners on the previous lesson	Do a model reading of a long story. Allow learners to read aloud long stories correctly in groups and then individually.	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.5.1.5.1		
Performance Indicator	Learners can accept responsibility for one's own behavior in a group activity		
Strand	Values and Psycho-social Concepts, Principles and Strategies		
Sub strand	Self-Responsibility		
Teaching/ Learning Resources	Videos and Pictures		
Core Competencies: As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, teamwork, fair-play when practicing in a team			
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)
	Revise with learners on the previous lesson	Spell out rules and regulations and have learners to obey for the activity. Appreciate and accept calls from officiating officials. Learners must be responsible for their own actions.	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B4.1.3.1.3. B4.1.3.1.4		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify primary sources of information (photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.) Learners can demonstrate Sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc. 		
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 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Revise with learners on the previous lesson	<p>Guide learners in groups to discuss where one can get data and information and make a presentation on it to the class.</p> <p>Guide learners to mention or talk about where one can receive or share information in the community and the world as a whole. NB: recall content in B3 and add to this activity.</p>	Review the lesson with learners

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Visit lessonplanghana.com to download complied lesson plans from week1 to week12 for KG 1 to Basic 6.

See you next term. Merry Christmas