

SAMPLE LESSON NOTES-WEEK TWELVE (12)
BASIC FIVE

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 FIVE

Name of School.....

Week Ending	29 th November, 2019.
Class	Five
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B5.1.4.1.2. B5.2.4.1.1. B5.3.4.1.1. B5.4.9.3.2. B5.5.4.1.2. B5.6.1.1.1.
Performance Indicator	<p>A. Learners can tell stories which are parallel to stories heard or read</p> <p>B. Learners can use closing diphthongs, e.g. /aʊ/, /eɪ/ to make meaningful sentences</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons</p> <p>D. Learners can edit/proofread draft, check capitalization, usage of punctuation and spelling</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

Core Competencies: Creativity and Innovation Communication and Collaboration 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)
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HAVE YOU SEEN</u> Have you seen (eye), or heard (ear),</p> <p>About the header (head) who was needed (kneel) in the army (arm).</p> <p>Hip, hip, hip (Hips) Hurray (hands up)</p>	<p>A. <u>ORAL LANGUAGE</u></p> <p>Use an example to explain a parallel poem or story.</p> <p>Lead the class to write a story parallel to a familiar story.</p> <p>Present another short story on the board.</p> <p>Elicit and discuss areas that can be changed or replaced to create a parallel story.</p>	Review the lesson with learners

		Assessment: Assign groups to write and present stories parallel to that on the board.	
Tuesday	<p>Teacher write words on flashcards.</p> <p>The words are shown to the pupils to observe them for some time.</p> <p>Later the teacher removes the flashcards and pupils write the word from memory.</p> <p>The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.</p>	<p>B. <u>READING</u></p> <p>Practice the pronunciation of the diphthong /oʊ/</p> <p>To produce this sound, round your lips and start the sound with your tongue and jaw down.</p> <p>Move the back of your tongue up from a relaxed position and move your jaw up a little.</p> <p>Introduce words that contain the target diphthongs, one at a time, by writing examples on the board</p> <p>Have learners to practice pronunciation by reading the following sentences.</p> <ul style="list-style-type: none"> • Children <u>grow</u> up so fast • They <u>both</u> like cake. • He was a brave <u>soldier</u>. • This house is <u>sold</u>. • Look at the funny <u>shadow</u>. • My favorite color is <u>yellow</u>. <p>Learners read and identify the common sound in the words.</p> <p>Assessment: In groups learners make a list of words containing diphthongs and use some in sentences</p>	<p>Review the lesson with learners</p> <p>Have learners underline the words that have the target sound/oʊ/</p> <p>Ground Narrow Discount Thousand Window Founder Arrow Mountain Eyebrow Crown Crowd</p>
Wednesday	<p>Have learners sit in a circle. One child stands and faces another child.</p> <p>The teacher asks a question e.g. What sound is at the end of "sun"</p> <p>Whichever child (of the two facing each other) answer most quickly goes and stands in front of the next child (the slower of</p>	<p>C. <u>GRAMMAR</u></p> <p>Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding -er.</p> <p>E.g. Compare the heights of two learners:</p> <p>i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu.</p>	<p>Review the lesson with learners</p>

	<p>the two sits down). The game carries on progressing around the circle.</p>	<p>Guide learners to form the superlative forms of regular adjectives by adding -est.</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 – much more- most intelligent -more intelligent- most intelligent</p> <p>Assessment: 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>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>D. <u>WRITING</u></p> <p>Have learners pick up their clean draft and check for conventions. E.g. errors in capitalization, punctuation and spelling.</p> <p><u>Tips for learners</u></p> <p>Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</p> <p>ii. Have I used commas correctly?</p> <p>iii. Do my sentences start with capital letters?</p> <p>iv. Have I capitalized proper nouns?</p>	<p>Review the lesson with learners</p>

		<p>Have learners do peer editing.</p> <p>Have them prepare neat final copies.</p> <p>Guide them to proofread the final copies before publishing.</p>	
Friday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>SOMETHING PASS</u></p> <p>Something pass Response: something pass through my body to my heart.</p> <p>Something pass Response: something pass through my mouth to my stomach.</p> <p>Lalala laaa Response: lala laa lala lala lala la</p> <p>Lololo loo Response: lolo loo lolo lolo lolo lo</p> <p>Guide learners to choose and read books during the library period</p>	<p><u>E. WRITING CONVENTION</u></p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <p>Discus the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</p> <p>Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.</p> <p>Guide learners to rewrite the essay incorporating the corrections.</p> <p>Let learners write on another topic individually using the past verb form.</p> <p><u>F. EXTENSIVE READING</u></p> <p>Have learners 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-three paragraph summary of the book read. 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 Have learners to tell what they read to the whole class</p>


Week Ending	29 th November, 2019.		
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.3.1.1.3		
Performance Indicator	Learners can prove that a polygon is regular by measuring the sides and angles or by folding and superimposing		
Strand	Geometry And Measurement		
Sub strand	Measurement – Perimeter, Area, Capacity/Volume and Angle		
Teaching/ Learning Resources	Foldable cut-out 2D squares and rectangles		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Play games and recite rhymes to get learners ready for the lesson	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table	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	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners Assessment: Have learners to practice with more examples.
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Friday	Play games and recite rhymes to get learners ready for the lesson	Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table	Review the lesson with learners Assessment: Have learners to practice with more examples.
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Week Ending	29 th November, 2019.		
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.2. 2.1.2		
Performance Indicator	Learners can compare the differences in germination of bean and maize seeds		
Strand	Cycles		
Sub strand	Life Cycles of Organisms		
Teaching/ Learning Resources	Sample plants, 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	Learners are assisted to review the previous knowledge on seed germination. Put learners in groups and provide them with dry beans and maize seeds. Learners are assisted to plant the bean and maize seeds using transparent containers and soil.	Ask learners to summarize the main points of the learners
	Paste a chart on the board showing a picture of a seed growing Have learners to talk about the picture	Learners are guided to observe (1) the dry seed (2) when it absorbs water and swells (3) rupturing of the seed coat (4) sprouting of the root (5) sprouting of the stem and seed leaves (6) the elongation of the root and stem	Ask learners to summarize the main points of the learners
	Paste a chart on the board showing a picture of a seed growing Have learners to talk about the picture	Learners find out where the seed leaves (cotyledons) remain, inside the soil or above the soil. NB: This activity will take some days.	Ask learners to summarize the main points of the learners

Week Ending	29 th November, 2019.		
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 31		
Learning Indicator(s)	B5.2.2.1.1.		
Performance Indicator	Learners can design and make a simple animal house and keep a pet		
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)
	Engage learners to sing songs and recite familiar rhymes <u>OLD MACDONALD HAD A FARM</u> Old MacDonald had a farm E-I-E-O And on his farm he had a cow E-I-E-O With moo, moo here And moo, moo there Here a moo, there a moo Everywhere a moo, moo Old MacDonald had a farm E-I-E-O <i>(continue with the sounds of other animals)</i>	Learners watch pictures/films on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for animals e.g. sheep, goats, rabbits, poultry and pigs. Learners engage in practical activities to design and make simple animal houses such as: pens for goats and sheep coop for hen cage for dog	What have we learnt today? Domestic animals and their housing Ask learners to summarize and tell the class what interest them most and what they would like to learn in the next lesson
	Paste a chart on the board showing pictures of domestic animals and their housing Have learners to talk about the pictures on the chart	Learners sketch domestic animals and their housing Learners talk about values of keeping animals such as learning to become responsible and committed to hard work, etc.	Ask learners to summarize and tell the class what interest them most and what they would like to learn in the next lesson

Week Ending	29 th November, 2019.		
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 38		
Learning Indicator(s)	B5 2.1.1.2		
Performance Indicator	Learners can explain the moral significance of religious songs and recitations.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>UNDER THE CANOPY</u> Under the canopy, Under the canopy Under the canopy of God My savior will cover me Give me security Under the canopy of God</p> <p>Have learners to sing the song with actions.</p>	<p>Let learners identify religious songs of the three major religions in Ghana.</p> <p>Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their daily lives.</p> <p>Put learners into religious groups to take turns to perform various religious music and dance.</p> <p>Let learners, in groups, discuss the importance of religious songs in worship: they encourage worship; they make worship lively, they tell us about the nature and attributes of God in melodious and harmonious manner, etc.</p> <p>Let Learners compose simple religious songs and poems</p>	<p>What have we learnt today?</p> <p>Moral significance of religious songs and recitations.</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending	29 th November, 2019.		
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page 32		
Learning Indicator(s)	B5.3.2.1.1		
Performance Indicator	Learners can investigate why the Europeans began trading in humans by the 16th century.		
Strand	Europeans in Ghana		
Sub strand	International Trade Including the Slave Trade		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: use evidence to interpret and examine European activities in Ghana, they become creative, critical and innovative thinker			
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 watch videos and pictures on slave trade</p> <p>Have learners to answer the following questions on a sheet of paper</p> <p>Which Europeans took part in the trade in humans? Why did the Europeans begin trading in humans?</p>	<p>Use a map to explain the concept of Trans-Atlantic slave trade</p> <p>Role play/show documentary on how the slave trade was conducted.</p> <p>Brainstorm the reasons why the Europeans began trading in humans</p> 	<p>Review the lesson with learners</p> <p>Ask learners to tell the part of the lesson that interest them most</p>
	<p>Revise with learners on the previous lesson</p> <p>Let learners sing songs and recite rhymes in relation to the lesson</p>	<p>Visit/show pictures of some forts and castles</p> <p>In small groups learners develop a poster on the Transatlantic Slave Trade</p> <p>Groups present their work to the whole class</p>	<p>Review the lesson with learners</p> <p>Ask learners to tell the part of the lesson that interest them most</p>



Week Ending	29 th November, 2019.		
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 2.4.6.1		
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' artworks that reflect the history and culture of the people of Africa		
Strand	Visual and 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	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.6.1.1.1 B5.6.1.1.2		
Performance Indicator	<ul style="list-style-type: none"> • Learners can read aloud passages from novels and newspapers with correct pronunciation and tone • Learners can demonstrate correct speech, rhythm and tone. 		
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	Read a passage aloud to learners. Use flashcards with three to four word sentences written on them to assist learners with correct pronunciation and intonation.	Review the lesson with learners
	Revise with learners on the previous lesson	Let learners bring other materials on literary works like magazines or newspapers to read. Call learners to read paragraph by paragraph to check the correct pronunciation.	Review the lesson with learners
	Revise with learners on the previous lesson	Read a newspaper or novel aloud to learners with the correct tone and rhythm. Allow learners to demonstrate correct speech, rhythm and tone.	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.5.1.5.1		
Performance Indicator	Learners can participating independently in fitness and skill development activities outside school.		
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 variety of physical activities they develop personal and social skills such as tolerance, respect, teamwork, fair-play when practicing in a team.			
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)
	Revise the lesson with learners	Learners are self-motivated to participate in physical activities at least once outside the school physical education program.	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 17		
Learning Indicator(s)	B5.2.1.1.2.		
Performance Indicator	Learners can show a 5-slide presentation using of insert, design, animation and transition of the ribbons studied.		
Strand	Presentation		
Sub strand	Introduction to MS PowerPoint		
Teaching/ Learning Resources	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section15		
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.	Ask learners to use “File menu”, “Insert” and “Design Ribbons” to design a colorful 5-paged MS-PowerPoint on the topic “Myself” This is to help learners with software knowledge). to understand the concept well in office applications (Microsoft PowerPoint)	Review the lesson with learners.

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See you next term. Merry Christmas