

BASIC 6


WEEKLY LESSON PLAN

Learning Indicator(s)		B6.1.1.1.2 B6.2.2.1.2 B6.3.1.1.2 B6.4.2.1.2 B6.5.1.1.1 B6.6.1.1.1.1	
Performance Indicator		<ul style="list-style-type: none"> Learners can Compose songs around values discussed Read “ccvcc”, ‘ccvc’ words and multisyllabic words when reading continuous texts. Learners can identify and use nouns Learners can write complex sent clearly and correctly Learners can follow appropriate mechanical conventions Read and critique a variety of age-and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read 	
Week Ending		11-10-19	
Class		Six	
Subject		English	
Reference		English curriculum	
Teaching/ Learning Resources		Word cards, sentence cards, sample sentence on a manila card, dictionary and a class library	
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 a recorded song (national anthem) for learners to listen. Ask learners; Whether they have heard the song before? Where they heard that song? Where such song is being sang?	Have learners identify some familiar songs taught. Guide them to sing identified songs with stress and rhythm. Discuss the meaning of the songs and morals they teach. e.g. love, honesty etc. Ensure appropriate vocabulary and expressions are used to discuss the moral values.	What have we learnt today? Moral lessons in songs. Assessment: play a variety of songs and let learners identify what moral lessons each song tells. Discourage learners from listening to songs that teach bad moral lessons

	Have learners to sing any song they know and hence introduce the lesson	Assessment: Put learners into small groups to compose songs around the values	
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>Provide texts having multisyllabic words for regular practice by learners.</p> <ul style="list-style-type: none"> Model the production of the 'ccvcc' and the 'cccvc' words. Ask learners to repeat the 'ccvcc' and the 'cccvc' words after you while you check in correct discrepancies in the pronunciation of the words. <p>e.g. : 'ccvcc' words - trust, striped etc. 'cccvc' words - scrap, sprite etc. Multi-syllabic words - communication, immediate etc.</p>	<p>Learners to search for 'ccvcc' and 'cccvc' words in their dictionaries.</p> <p>They write the meanings of the words and present it to the class</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>Provide learners with opportunities to further practice using these nouns.</p> <p>E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</p> <p>Assessment: 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>Have Learners to look for types of nouns using the</p>	<p>Learners take their reading books and identify and make a list of nouns, use them in sentences and present their work to the class for feedback.</p> <p>Engage learners in the “Lucky Dip game” for practice. 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>internet and use them in sentences.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</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>Revise simple and compound sentences.</p> <p>Introduce the complex sentence structure by combining pairs of simple sentences.</p> <p>E.g. You will come. We will go. When you come, we will go.</p> <ul style="list-style-type: none"> Elicit several such sentences from learners. Put learners into groups to identify complex sentences from texts they have read. Have learners copy complex sentences into their exercise books. 	<p>Give learners task to construct and copy complex sentences into their exercise books</p>
Friday	<p>Have learners to revise on the features of a formal</p> <p>Guide learners to choose and read books during the library period</p>	<p>Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc.</p> <p>Lead discussion on the importance of reading widely. Have learners read books of their choice independently during the library period.</p> <ul style="list-style-type: none"> Learners think-pair-share their stories with peers. Ask each learner to write a two-paragraph summary of the book read 	<p>Learners write formal letters to the their headteacher seeking permission to absent themselves from school.</p> <p>Have learners to tell what they read to the whole class</p>

Learning Indicator(s)		B6.1.1.1.3-4			
Performance Indicator		<ul style="list-style-type: none"> Learners can identify numbers in different positions around a given number in a number chart. Learners can compare and order whole numbers up to 10000 and represent comparisons using $<$, $>$, $=$ 			
Week Ending		11-10-19			
Class		Six			
Subject		Mathematics			
Reference		Mathematics curriculum page 23			
Teaching/ Learning Resources		Counters, bundle of sticks, loose straws, base ten cut square, graph sheets, number chart, number cards			
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 pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words	Display a number chart in multiples of 500 between 100000 and 1000000 and lead learners to identify numbers in different positions around a given number. Put learners into pairs and give each group a number grid and have them identify numbers in different positions around a chosen number		Engage pupils in the memory game. Show pupils a chart containing figures for a few seconds. The chart is then lowered for students are to write the figures in words	
		10000	10500	11000	11500
		20000	20500	21000	21500
		30000	30500	31000	31500
Tuesday	Engage pupils to sing the song “we can count” We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well	Have learners to identify numbers which are 1,000 and 10,000 more or less than a given Five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400. Learners use words such as: “equal to” “greater than” “less than” and later use symbols such as “ $<$ ”, “ $=$ ”, “ $>$ ” to compare numbers up to 100,000 taking into consideration the Place value of each digit in the given number. E.g. 1200 = 1200; 27345 > 26355,		Engage pupils to sing the song “we can count” We class four We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well	

		Have learners to solve more examples	
Wednesday	<p>Engage pupils to sing the song “my head, my shoulders, my knees, my toes”</p> <p>Have learners to understand that they touch their head shoulders, knees and toes in descending order and rise up n ascending order. Hence introduce the lesson</p>	<p>Use the counting up strategy to teach learners how numbers ascend example.</p> <p>4 3 2 1</p>  <p>Use the countdown strategy to teach pupils how numbers descend. Example 5,4,3,2,1</p> <p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873</p>	<p>Engage pupils to sing the song “my head, my shoulders, my knees, my toes”</p> <p>Have learners to understand that they touch their head shoulders, knees and toes in descending order and rise up n ascending order. Hence introduce the lesson</p>
Thursday	Review the previous lesson by solving examples	<p>Assessment: Display number cards on the table in front of the class. Example</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><</p> <p>450</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>></p> <p>50</p> </div> </div> <p>Call two learners to pick up any number card. Call another learner to pick a symbol that could be placed the two numbers picked</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage Learners to say as many things as possible about the two numbers. For instance, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc.</p>	Review the previous lesson by solving examples
Friday	<p>Engage pupils to sing the song “we can count”</p> <p>We class four</p>	<p>Assessment: Display number cards on the table in front of the class. Example</p>	<p>Engage pupils to sing the song “we can count” We class four</p> <p>We can count</p> <p>We can count 1,2,3,4,5</p>

	<p>We can count We can count 1,2,3,4,5 We can count 6,7,8,9,10 We class four can count very well</p>	<div><div><</div><div>></div><div>400</div><div>500</div></div> <p>Call two learners to pick up any number card. Call another learner to pick a symbol that could be placed the two numbers picked</p> <p>Do it in groups to encourage pupil's participation.</p>	<p>We can count 6,7,8,9,10 We class four can count very well</p>
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Learning Indicator(s)		B6.1.2.1.1	
Performance Indicator		Know the general properties of metals such as lustre, malleability, conductivity and ductility	
Week Ending		11-10-19	
Class		Six	
Subject		Science	
Reference		Science curriculum	
Teaching/ Learning Resources		Chart of pictures showing Objects made from metals	
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 of pictures showing Objects made from metals for learners to observe</p> <p>Have learners to talk about the chart.</p> <p>Learners identify the names of the items on the chart</p>	<p>Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc.</p> <p>Learners classify the various materials as metals or nonmetals based on the following properties: luster, malleability, conductivity and ductility.</p>	<p>What have we learnt today? Properties of metals</p> <p>Have learners summarize the important points of the lesson</p>
	<p>Paste a Chart of pictures showing Objects made from metals for learners to observe</p> <p>Have learners to talk about the chart.</p> <p>Learners identify the names of the items on the chart</p>	<p>Learners give reasons for their classification.</p> <p>Relate the lesson to everyday activities that involve the use of metals</p>	<p>Learners to state some uses of metals.</p> <p>Learners to identify items in the school and home that are made from metals</p>

	<p>Have learners write on a sheet of paper the following</p> <p>Mention two properties of metals</p> <p>State two uses of metals</p>	<p>Given a piece of aluminum foil and a drinking straw, learners describe how they will use conductivity to classify them as metals or non-metals.</p> <p>Assessment: Provide materials for learners.</p> <p>In groups Learners design and make simple machines with metals</p>	<p>Learners design and make simple machines with metals</p>
	<p>List any two things that are made from metals</p>		

Learning Indicator(s)		B6 2.1.1.1 B6.1.2.3.1	
Performance Indicator		<ul style="list-style-type: none"> Explore and study performing artworks of some international performing artists and analysis how their compositions reflect the history and culture of some communities in the world Create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied 	
Week Ending		11-10-19	
Class		Six	
Subject		Creative arts	
Reference		Creative arts curriculum	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools , other materials available in the community	
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 use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kuti, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy	Discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, 'Exodus' by Bob Marley; write briefs about choice of artists using the following guidelines: - Name - Country of origin - Training - Type of artworks - Title of some works - Preferred compositions and performances - Contribution to the development of the performing arts industry.	Have learners summarize the important points in the lesson Assessment: Have learners to appreciate and discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans

	<p>Have learners to watch videos that depicts concepts that reflect knowledge and understanding of the history and culture of some communities in the world</p>	<p>Have learners to present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world;</p> <p>demonstrate embedded knowledge, skill and experience</p>	<p>Learners to make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment</p>
		<p>in the application and use of selected medium and style of an international artist: e.g. elements and principles of art</p> <p>media: materials (oil paint, clay, paper, cement, stone, yarns, fabric etc.), tools (craft tools, carving tools, brushes, modelling tools, etc.)</p> <p>methods and techniques: painting, modelling, casting, carving, slabbing, pinching, coiling, sewing, stitching, printing, weaving, dyeing, embossing, quilling, etc.;</p> <p>discuss, compare and share experiences through jury and peer review.</p>	

Learning Indicator(s)		B6.1.1.1.1	
Performance Indicator		Learners can describe the attributes of god	
Week Ending		11-10-19	
Class		Six	
Subject		Our world our people	
Reference		OWOP curriculum	
Teaching/ Learning Resources		Pictures charts and videos	
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 video on creation. Ask learners to mention parts of the video that interest them	Learners role play scenarios to reflect the attributes of God in their lives.	Ask the learners the following questions to review their understanding of the lesson What have we learnt today? Have learners read the key words written on the board
	Learners to sing a song about creation	Learners watch a short video about creation Learners talk about what they saw in the video on creation Learners mention some of the things they like in the video Assessment: learners to draw and color one thing they saw in the video.	Ask the learners the following questions to review their understanding of the lesson What have we learnt today? Have learners read the key words written on the board

Learning Indicator(s)		B6.1.2.1.3	
Performance Indicator		Perform the differences in applying and receiving force when jumping for height and distance (high jump).	
Week Ending		11-10-19	
Class		Six	
Subject		Physical education	
Reference		PE curriculum	
Teaching/ Learning Resources		High jump, videos	
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 5 minutes jogging to warm the body up	Learners after adequate warm-up, they go through a vertical jumping approach. Learners use both arms efficiently to control balance as needed during approach run and take-off. Learners control the flight phase by leaning their trunk slightly backwards, one-foot takeoff, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing	Have learners to practice individually and in groups how to jump a given height. 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

Learning Indicator(s)		B6 I.I.I.I.I	
Performance Indicator		Describe the nature of God through His attributes.	
Week Ending		11-10-19	
Class		Six	
Subject		RME	
Reference		RME curriculum	
Teaching/ Learning Resources		Wall charts, word walls, videos depicting how to care for the environment, pictures showing use of the things in our natural environment	
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>Start with a related song.</p> <p>My god is so big So strong and so mighty There is nothing my god cannot do</p>	<p>Assessment: In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Guide learners to write essays on the attributes of God and present their works to class for discussion.</p>	<p>Review the lesson with learners.</p> <p>Ask pupils to summarize the important points in the lesson</p> <p>Ask learners to identify and discuss other attributes of God in groups</p>

Learning Indicator(s)		B6.2.1.1.1	
Performance Indicator		Learners can assess the change that the European presence brought to Ghana	
Week Ending		11-10-19	
Class		Six	
Subject		History	
Reference		History curriculum	
Teaching/ Learning Resources		Pictures of past events of the school, community and Ghana, Videos of past events of the school, community and Ghana. Map of Ghana	
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	<p>Show and discuss a documentary of European presence in Ghana</p> <p>2. Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)</p>	<p>What have we learnt today?</p> <p>the change that the European presence brought to Ghana</p> <p>Have learners to summarize the important points in the lesson</p>
	Have learners watch video on pre independence and post-independence era	<p>Debate the impacts of European presence on Ghana</p> <p>Engage learners in a ‘fish bowl’ activity</p> <p>Have learners in the fish bowl discuss the impacts of European presence in Ghana, while the learners observe them</p>	<p>What have we learnt today?</p> <p>impacts of European presence on Ghana</p> <p>Have learners to summarize the important points in the lesson</p>

Learning Indicator(s)		B6.1.1.1.2. B6.1.3.1.1.	
Performance Indicator		<ul style="list-style-type: none"> • Discuss the importance and some moral lessons of the songs and the dances • Explore poems correctly and recognize the key words and talk about their themes 	
Week Ending		11-10-19	
Class		Six	
Subject		Ghanaian language	
Reference		Ghanaian language curriculum	
Teaching/ Learning Resources		Drums, drum sticks, recorded audios, manila cards, recorded audios visual	
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)
	With a recorded traditional song played in class, let learners listen and sing along, and on their own	<ul style="list-style-type: none"> • Lead learners to discuss some morals of the traditional song. • Discuss some importance of traditional songs to the community and to the people. • Lead learners to discuss the history or relevance of the songs. 	Lead learners to discuss the history or relevance of the songs
	Have learners to say familiar poems they know	<p>Give copies of poems to learners.</p> <ul style="list-style-type: none"> • Read the poem aloud and let learners read the poem in turns. • Call a learner to explore the poem with the correct stress and rhythm. • Let learners to explore poems in groups. • With the given copies of poems, allow learners to read through the poem and discuss it. 	<p>Group learners into three; Give each group a copy of poem.</p> <p>Learners are to read through the poem and discuss it.</p>

	Flash word cards showing keys words in the lesson to learners.	<p>With the copies of the poem, brainstorm and lead learners to say the theme of the poem.</p> <ul style="list-style-type: none"> • Bring a resource person to explore a poem, or play back a poem recital. • Put learners into groups to bring out the issues discussed in the poem and the theme. • Listen to each group's theme and discuss it 	Learners to recite the new poem learnt and discuss it
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Learning Indicator(s)		B6.1.1.1.1	
Performance Indicator		Learners can identify the left, right mouse buttons, holding of mouse, performing single, double and triple clicking Identify components of a computer system	
Week Ending		11-10-19	
Class		Six	
Subject		Computing	
Reference		Computing curriculum	
Teaching/ Learning Resources		Images or pictures of printer, projector, speakers etc.	
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)
	Review the previous lesson by Guiding learners to mention more technological tools and hence introduce the lesson (generation of computers and parts of a computer and other gadgets)	<p>Bring models or pictures of a mouse to class. List functions on the board</p> <p>Show video depicting the output devices of a computer.</p> <p>Demonstrate to learners how to perform single, double and triple clicks using the left mouse button.</p> <p>Have students practice in turns and in groups</p>	<p>Review the lesson with learners</p> <p>Ask learners to draw the mouse and label its parts</p> <p>Have learners' practice in turns and in groups</p>