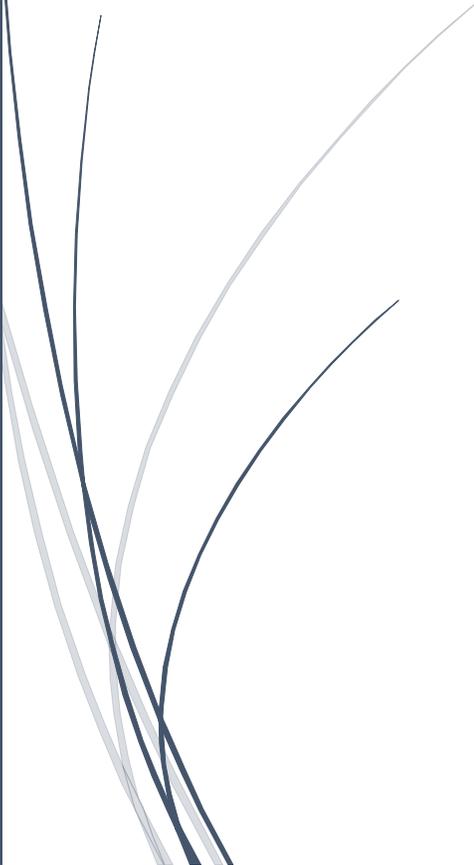




[Date]

## **WEEKLY SCHEME OF LEARNING-WEEK SIX**

### **BASIC SIX (6)**



**Fayol Inc.**

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## WEEKLY SCHEME OF LEARNING-WEEK SIX

NAME OF SCHOOL.....

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>ENGLISH</b>		
<b>Reference</b>	English curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.2. B6.2.3.1.2. B6.3.3.1.1. B6.4.6.1.2 B6.5.3.1.2. B6.6.1.1.1		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>A. Learners can discuss values in poems and talk about the importance of these values in society.</li> <li>B. learners can use words with digraphs to make meaningful sentences</li> <li>C. learners can identify and use pronouns</li> <li>D. learners can use key words, phrases or clauses to introduce the main idea in the paragraph</li> <li>E. learners can identify and use proper nouns to refer to organizations/events</li> <li>F. learners can 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</li> </ul>		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners in singing and reciting some familiar poems.</p> <p>My name is Ghana and I have been mismanaged, I weep not only for myself but for my people People blessed with precious resources yet married to poverty and hardships, I weep daily for businessmen and</p>	<p>A. <u>ORAL LANGUAGE</u> Engage learners to recite some familiar poems.</p> <p>Discuss the meaning of lines using appropriate expressions and vocabulary of a selected poem.</p> <p>Guide learners with questions to identify some values in the lines recited.</p> <p>Have them relate the values identified to day-to-day living</p>	<p>What have we learnt today?</p> <p>values in poems</p> <p>Have learners to relate values in poems to real life situations.</p> <p>Have learners summarize the important points in the lesson</p>

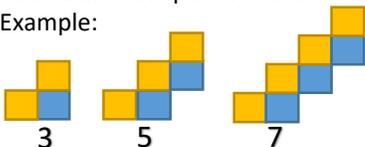
	women in the “cold store” business, Whose fish and meat gets rotten daily courtesy Dumsor-Domsor etc.	<b>Assessment:</b> Have learners relate the values to real life situations and experiences									
Tuesday	Engage learners in singing and reciting some familiar poems.  <u>HICKORY DICKORY</u> <u>DOCK</u> Hickory, dickory, dock The mouse ran up the clock The clock struck one The mouse ran down Hickory, dickory, dock	<b>B. <u>READING</u></b>  Digraphs are two letters that make a third letter sound, when combined, such as /sh/, /ch/  Consonant digraphs are those speech sounds made by groups of two consonants to make a single sound. Examples are /Sh/ as in shirt /Ch/ as in church /Gh/ as in Ghana /Ph/ as in phone  Have learners identify words having specific digraphs and form meaningful sentences with the words. e.gs. of digraphs: <table border="1" data-bbox="695 1083 1036 1234"> <tr> <td>ch-chair</td> <td>ck-duck</td> </tr> <tr> <td>ph-phone</td> <td>ng-sing</td> </tr> <tr> <td>sh-ship</td> <td>qu-queen</td> </tr> <tr> <td>wh-whale</td> <td></td> </tr> </table> <b>Assessment:</b> Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words	ch-chair	ck-duck	ph-phone	ng-sing	sh-ship	qu-queen	wh-whale		Review the lesson with learners and have them to identify digraphs and form sentences with them
ch-chair	ck-duck										
ph-phone	ng-sing										
sh-ship	qu-queen										
wh-whale											
	Engage learners in the “I am thinking of a name”.  The teacher thinks of a name of a child in the class e.g. Princess.  Give clues to help the learners work out whose name it is.  At the beginning all the children stand up but	<b>C. <u>GRAMMAR</u></b>  Reflexive pronouns are words ending in self or selves that are used when the subject and object of a sentence are the same e.g. I believe in myself.  The nine reflexive pronouns are myself, yourself, himself, herself, oneself, itself, ourselves, yourselves and themselves.	What have we learnt today?  Identifying and using Reflexive pronouns  Review the lesson with learners and have them to identify and use Reflexive pronouns in sentences.								

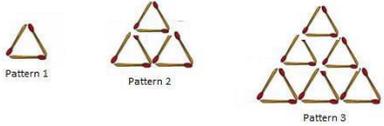
	<p>they must sit down if the clue does not apply to them.</p> <p>For example;  <b>Clue 1-</b> teacher claps the number of syllables in the name (2 for princess)  <b>Clue 2-</b> the name has an /i/ sound in it  <b>Clue 3-</b> the name starts with /p/  <b>Clue 4-</b> this is a girl's name  <b>Clue 5-</b> the second sound is /r/</p> <p>By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.</p>	<p>Discuss the reflexive pronouns with learners.</p> <p>Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences</p> <p>Repeat the procedure to teach relative and reciprocal pronouns.</p> <ul style="list-style-type: none"> <li>- Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose, that, whom, whoever, whomever and what.</li> <li>- Reciprocal pronouns e.g. each other, one another</li> </ul> <p><b>Assessment:</b> Help learners to identify and use Reflexive pronouns in sentences.</p>	
	<p>Have learners to sing songs and recite rhymes relating to the lesson</p> <p><u>SOMETHING PASS</u></p> <ul style="list-style-type: none"> <li>•Something pass</li> <li>•Response: something pass through my body to my heart.</li> <li>•Something pass</li> <li>•Response: something pass through my mouth to my stomach.</li> <li>•Lalala laaa</li> <li>•Response: lala laa lala lala lala la</li> </ul>	<p>D. <u>WRITING</u></p> <p>Display a Model Paragraph.</p> <p>Put learners into groups to read the paragraph and identify what the passage is about or the main idea.</p> <p>Have them identify the sentence that contains the main idea.</p> <p>Let the group identify the supporting ideas and what each sentence says about the main idea.</p> <p><b>Assessment:</b> Ask each group choose a given topic and write five sentences about the topic.</p>	<p>Review the lesson with learners and have them use key words, phrases or clauses to introduce the main idea of a passage in the paragraph.</p>

	<ul style="list-style-type: none"> <li>•Lololo loo</li> <li>•Response: lolo loo lolo lolo lolo lo</li> </ul>		
	<p>Engage learners in the “Lucky Dip game”</p> <p>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 CONVENTIONS</u></p> <p>Provide learners with opportunities to further practice using these nouns.</p> <p>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>Use language drills and games to help learners to practice. e.g. a pair drill for singular/plural nouns – Learner “A” gives a noun – mango – Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</p> <p>Lead discussion on the importance of reading widely.</p> <p>F. <u>EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently 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>Review the lesson with learners</p> <p>Have learners to tell what they read to the whole class</p>

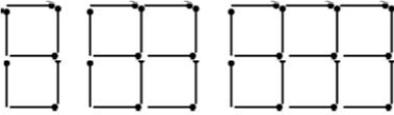
		<p>Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books.</p> <p>Encourage them to share whatever they read with their mates.</p>	
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.
<b>Class</b>	Six
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 138
<b>Learning Indicator(s)</b>	B6.2.1.1.4
<b>Performance Indicator</b>	learners can represent a given pattern visually to verify predictions
<b>Strand</b>	Algebra
<b>Sub strand</b>	Patterns and relationships
<b>Teaching/ Learning Resources</b>	Match sticks
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership; Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners in the 'double up game' Call out a number between 1 and 6. Example 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers.	Have learners to understand that some patterns are repeating and some are sequential.  Learners identify a consistent element of repetition in a repeating pattern Example.  The base element of repetition consists of four counters red, blue, blue, yellow in that order.  <b>Assessment:</b> Have learners to explore and make different patterns using their colored counters	Review lesson with learners by giving them task to solve in their workbooks.
Tuesday	Engage learners to sing I'm counting one, what is one <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> </ul>	Using model color blocks, have learners to explore sequential or growth patterns where there is a consistent element of growth from one term in the pattern to the next. Example: 	Review lesson with learners by giving them task to solve in their workbooks.

	<ul style="list-style-type: none"> <li>• 7 - Saviour</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God</li> </ul>	<p>Learners to identify the way a sequential pattern is growing. Have learners to use the growth element to extend the pattern</p> <p><b>Assessment:</b> Learners to explore and create their own sequential patterns</p>																																
Wednesday	<p>Engage learners to sing  We class six  We can count  We count 1,2,3,4,5  We count 6,7,8,9,10  We class six can count very well</p>	<p>Ask learners to examine the pattern made with match sticks below.</p>  <p>Have learners to identify the type of object created by the arrangement of the match sticks.</p> <p><b>Assessment:</b> Have learners to create different patterns with the match sticks.</p>	<p>Review lesson with learners by giving them task to solve in their workbooks.</p>																															
Thursday	<p>Have learners to solve for the missing numbers in the empty cells</p> <table border="1" data-bbox="370 1304 659 1455"> <tr> <td>+</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>1</td> <td>2</td> <td></td> <td>4</td> </tr> <tr> <td>2</td> <td></td> <td>4</td> <td></td> </tr> <tr> <td>3</td> <td>4</td> <td></td> <td></td> </tr> </table>	+	1	2	3	1	2		4	2		4		3	4			<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares.</p> <table border="1" data-bbox="688 1291 1083 1619"> <tr> <td>Pattern no.</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Match sticks in the perimeter</td> <td>3</td> <td>6</td> <td></td> <td></td> </tr> <tr> <td>Match sticks enclosed in the pattern</td> <td>0</td> <td>3</td> <td></td> <td></td> </tr> </table> <p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p>	Pattern no.	1	2	3	4	Match sticks in the perimeter	3	6			Match sticks enclosed in the pattern	0	3			<p>Review lesson with learners by giving them task to solve in their workbooks.</p>
+	1	2	3																															
1	2		4																															
2		4																																
3	4																																	
Pattern no.	1	2	3	4																														
Match sticks in the perimeter	3	6																																
Match sticks enclosed in the pattern	0	3																																



		 <p><b>Assessment:</b> have learners to copy and complete the table in their work books</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>Ask learners to write questions based on number or geometric patterns for their friends to find answers to;</p> <p>E.g. how many match sticks will be used for the 9th pattern of triangles? How many matchsticks will be used for the 8th pattern of squares?</p> <p>Guide learners to answer questions they find difficulty in answering.</p> <table border="1" data-bbox="688 884 1096 1018"> <tr> <td>NO. of triangles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Match sticks</td> <td>7</td> <td>12</td> <td></td> <td></td> </tr> </table> <p><b>Assessment:</b> have learners to copy and complete the table in their work books</p>	NO. of triangles	1	2	3	4	Match sticks	7	12			Review lesson with learners by giving them task to solve in their workbooks.
NO. of triangles	1	2	3	4									
Match sticks	7	12											

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.
<b>Class</b>	Six
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page 36
<b>Learning Indicator(s)</b>	B6.2.1.1.1 B6.2.1.2.1
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>learners can describe the relative sizes of the earth and sun and their importance</li> <li>learners can explain how rain falls from clouds</li> </ul>
<b>Strand</b>	Cycles
<b>Sub strand</b>	Earth Science
<b>Teaching/ Learning Resources</b>	A light source, ball, globe polystyrene balls, ice-cream stick, torch light, pen.
<b>Core Competencies:</b> Communication and Collaboration Personal Development and Leadership	

<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	<p>Have learners to sing songs and recite rhymes relating to the lesson.</p> <p><u>THE PLANETS</u> My – mercury Very - Venus eyes - earth may - mars just - Jupiter see - Saturn under – Uranus nine – Neptune planets</p> <p><u>RAIN RAIN GO AWAY</u> Rain rain go away Go and come another day Little children wants to play. Rain rain go away</p>	<p>Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system.</p> <p>Each group presents a report in class for discussion.</p> <p>Learners answer the following questions: (1) Which is bigger, the sun or the earth? (2) Which of the two bodies move, the sun or the earth?</p> <p><b>Assessment:</b> Evaluate learners by asking: “if the earth was bigger than the sun, how would that affect the length of day and night?”</p>	<p>What have we learnt today?</p> <p>The size of the earth and sun and their importance</p> <p>Have learners to summarize the main points of the lesson</p>
	<p>Review previous lesson on mixtures with learners.</p>	<p>Review the formation of clouds with learners.</p>	<p>What have we learnt today?</p>

	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p>The group who explains well wins</p>	<p>Lead learners to explain the terms: “evaporation, condensation, dew point, ice, cloud, gravity and precipitation”.</p> <p><b>Assessment:</b> Learners, in an activity, design a model showing the formation of raindrops around tiny spots of dust or smoke and falling from high parts of a cloud.</p> <p>Explain that not all clouds result in rainfall.</p>	<p>How rain falls from clouds</p> <p>Have learners to summarize the main points of the lesson</p>
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	Curriculum Page 48		
<b>Learning Indicator(s)</b>	B6.1.3.1.1		
<b>Performance Indicator</b>	learners can explain the need for cordial relationships among family members		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	My Family And Community		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> Personal Development and Leadership, Communication and Collaboration, Cultural Identity and Global Citizenship Commitment, Loyalty, Respect Obedience, Humility, Unity Responsibility, Togetherness Tolerance			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to sing songs and recite rhymes in relation to the lesson	Learners in groups, discuss attitudes and behaviours of a responsible family member: i. taking part in family activities responsibly ii. obedience to elders of the family iii. respect for family members iv. accepting responsibility (performing assigned duties) v. taking initiatives vi. helping needy relatives  <b>Assessment:</b> have learners to discuss irresponsible behaviours that can destroy family relationships	What have we learnt today?  The need for cordial relationships among family members  have learners to summarize the main points in the lesson  Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.	Learners discuss the importance of being committed to the family: i. to promote unity ii. to gain respect iii. to be considered a trustworthy person	What have we learnt today?  The need for cordial relationships among family members

	<p>The class is allowed to pose questions to the leaders. The group who summarizes well wins.</p>	<p>iv. To uplift family image etc.</p> <p><b>Assessment:</b> Learners engage in role-play and other activities that will teach them to become family members who are committed e.g. mock family meetings, naming ceremonies</p>	<p>have learners to summarize the main points in the lesson</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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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 48		
<b>Learning Indicator(s)</b>	B6 1.2.1.2:		
<b>Performance Indicator</b>	Learners can Explain the religious and moral lessons in preserving the environment.		
<b>Strand</b>	God his creation and attributes		
<b>Sub strand</b>	The environment		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> Respect, Caring, Responsibility, stewardship, Love, Communication and Collaboration, Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	<p>Tell learners stories about creation.</p> <p>Have learners to sing songs and rhymes in relation to the lesson</p>	<p>Guide learners to talk about the religious and moral lessons in preserving the environment:</p> <ul style="list-style-type: none"> <li>- humankind must account for his or her stewardship of the environment,</li> <li>- to promote healthy life,</li> <li>- to respect other creatures' right to survival,</li> <li>- it is a command from God, etc.</li> </ul> <p>Through questions and answers, let learners show how they can preserve the environment:</p> <ul style="list-style-type: none"> <li>- Afforestation,</li> <li>- proper methods of fishing and hunting,</li> <li>- proper disposal of refuse,</li> <li>- legal methods of mining,</li> <li>- avoiding indiscriminate bush-burning,</li> <li>- proper ways of sand-winning, etc.</li> </ul> <p><b>Assessment:</b> Engage learners in a "fish bowl" to discuss the moral lessons in preserving the environment. learners take turns as contributors and listeners</p>	<p>What have we learnt today?</p> <p>Moral lessons in preserving the environment.</p> <p>have learners to summarize the main points in the lesson</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>

	<p>Write nine key words used in the previous lesson, in boxes on the board.</p> <p>Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all</p>	<p>Let learners do a project on the preservation of the environment: tree-planting, clean-up exercises in the school environment, etc.</p> <p>Have learners write about their project work findings for class discussion.</p>	<p>What have we learnt today?</p> <p>Moral lessons in preserving the environment.</p> <p>have learners to summarize the main points in the lesson</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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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.4.1.1		
<b>Performance Indicator</b>	learners can assess the changes that the European presence brought to Ghana		
<b>Strand</b>	Europeans in Ghana		
<b>Sub strand</b>	Impact of European presence		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> : analyzing the impact of European presence, learners enhance their personal development and become good communicator			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana  Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today?  the change that the European presence brought to Ghana  Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana  Engage learners in a 'fish bowl' activity  Have learners in the fish bowl discuss the impacts of European presence in Ghana, while the learners observe them	What have we learnt today?  impacts of European presence on Ghana  Have learners to summarize the important points in the lesson



<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page 115		
<b>Learning Indicator(s)</b>	B6 2.3.4.1		
<b>Performance Indicator</b>	learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and sharing		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies: Decision Making Creativity and Innovation Communication Collaboration Digital Technology.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have Learners to watch a short video or live performances that reflect the history and culture of the people in Ghana	Have learners to talk about the video  Have them to tell the class the part of the video that interest them most.  Have learners to perform parts of the video  Discuss the need for displaying portfolio of own performing artworks.  <b>Assessment:</b> call out learners in turns to perform parts of the video	What have we learnt today?  Planning and Displaying of own artworks.
	Have Learners to watch a short video on the artwork you intend to display	Plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community.  Have learners to talk about how they felt performing their own compositions.	What have we learnt today?  Planning and Displaying of own artworks.  <b>Give</b> Learners home task to observe and reflect on a specific activity within their

		<p>What they learnt from the performance of other groups.</p> <p>What other things they would want to do to improve upon their compositions.</p>	<p>environment and compose a short performance for class discussion</p>
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 99		
<b>Learning Indicator(s)</b>	B6.2.6.1.1. B6.2.6.1.2 B6.2.6.1.3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can explain the meaning of unfamiliar words within their context.</li> <li>learners can answer factual and inferential questions</li> <li>Learners can make predictions of a given text.</li> </ul>		
<b>Strand</b>	<b>Reading</b>		
<b>Sub strand</b>	Comprehension		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audio visual		
<b>Core Competencies:</b> Communication and collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners in the “Wipe-out game” Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sounds. Learners open their eyes and must say which is gone.	Give learners text to read.  Call learners in turns to read a paragraph each.  Let learners recognize unfamiliar words from the passage.  Write the words on the board and read out the words aloud.  Let learners explain the meaning of unfamiliar words from their context.  <b>Assessment:</b> Call learners in turns to use the unfamiliar words to form sentences	Review the lesson with lesson.  Give them home task to use some keywords identified to form sentences
	Tell learners a story and have them tell the class the part that interest them.	Give learners text to read.  Ask learners some factual questions and call learners to answer orally.	Review the lesson with lesson.

	<p>Have learners to sing songs and rhymes that relates to the lesson.</p>	<p>Let learners answer factual and inferential questions from a given text</p> <p><b>Assessment:</b> Give learners the text to read again.</p> <p>Discuss how to make predictions from a passage.</p> <p>Assist learners to make predictions from the given text</p>	
	<p>Tell learners a story and have them tell the class the part that interest them.</p> <p>Have learners to sing songs and rhymes that relates to the lesson.</p>	<p>Give learners text to read.</p> <p>Ask learners some factual questions and call learners to answer orally.</p> <p>Let learners answer factual and inferential questions from a given text</p> <p><b>Assessment:</b> Give learners the text to read again.</p> <p>Discuss how to make predictions from a passage.</p> <p>Assist learners to make predictions from the given text</p>	<p>Tell learners a story and have them tell the class the part that interest them.</p> <p>Have learners to sing songs and rhymes that relates to the lesson.</p>

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	Physical education curriculum Page 92		
<b>Learning Indicator(s)</b>	B6.1.5.1.6		
<b>Performance Indicator</b>	learners can change direction quickly to maintain ones' balance while running with an object through obstacles		
<b>Strand</b>	Motor skills and movement pattern		
<b>Sub strand</b>	Rhythmic skills		
<b>Teaching/ Learning Resources</b>	Pictures, videos		
<b>Core Competencies:</b> personal skills and competencies such as accuracy, agility, precision, coordination strength, balance, courage, patience, spatial awareness, teamwork.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners go through adequate warm-up.	<p>Arrange set of cones in a straight line.</p> <p>Learners walk through the spaces within the cones.</p> <p>Learners jog through and stop at every cone/station to change direction.</p> <p>Learners run and stop in front of a cone and change direction.</p>	<p>Learners to practice individually and in groups.</p> <p>Help those who find it difficult and help them</p> <p><b>Assessment:</b> Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 52		
<b>Learning Indicator(s)</b>	B6.1.3.1.1. B6.1.3.1.2. B6.1.3.1.3.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can identify types of data. (Integers, double, characters, float etc.)</li> <li>• Learners can identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.)</li> <li>• learners can demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc.</li> </ul>		
<b>Strand</b>	<b>Introduction to Ms-Windows Interface</b>		
<b>Sub strand</b>	<b>Data, Sources And Usage</b>		
<b>Teaching/ Learning Resources</b>	Photographs, audio recordings, video recordings, film, letters and diaries, speeches, published books, newspapers and magazines, government publications, oral histories, etc.)		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners mention the days on which they were born.</p> <p>Make a frequency table out of the data collected and hence introduce the lesson</p>	<p>Guide learners to identify and record data in the different forms.</p> <p>Have learners gather information from newspaper, magazines etc. for a particular data.</p> <p>Guide learners to discuss where one can get data and information</p> <p>Guide learners to mention or talk about where one can receive or send information</p> <p><b>Assessment:</b> Guide learners to demonstrate send and</p>	<p>Review the lesson with learners</p> <p>Have learners to summarize the important points of the lesson</p>

		receive information from gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS	
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