

A dark blue vertical bar is on the left side of the page. A blue arrow points to the right, overlapping the vertical bar.

WEEKLY SCHEME OF LEARNING-WEEK NINE (9)
BASIC SIX

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.
CONTACT: 0549566881 EMAIL: sirhoa1@gmail.com

WEEKLY SCHEME OF LEARNING- WEEK NINE (9)

BASIC SIX

Name of School.....

Week Ending	8 th November, 2019.
Class	Six
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B6.1.4.1.1. B6.2.3.1.1. B6.3.4.1.1. B6.4.9.1.1. B6.5.4.1.1 B6.6.1.1.1.
Performance Indicator	<p>A. Learners can make connections between texts or stories and personal experiences.</p> <p>B. Learners can use words with centering diphthongs (e.g. iə, eə, ʊə) 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 select a topic of choice on a national issue or from different learning areas, brainstorm ideas and organize them before writing</p> <p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>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</p>
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

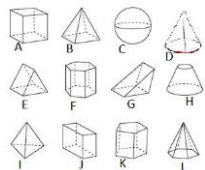
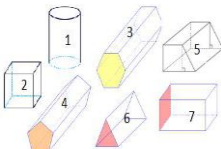
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

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	Learners to sing songs and recite rhymes in relation to the lesson	<p><u>A. ORAL LANGUAGE</u> Have the learners recall one or two stories read/heard.</p> <p>Tell or read a story to learners.</p> <p>Invite individuals to retell the story sequentially using story map/herringbone strategy.</p>	Ask learners to summarize the lesson

		Lead the class to discuss the story and guide them to relate the story to their personal experiences.	
Tuesday	Engage learners to play games or sing songs to get them ready for the class	<p>B. <u>READING</u></p> <p>In a discussion have learners talk about diphthongs.</p> <p>Give several examples and elicit examples from them.</p> <p>/iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure</p> <p>Have learners use words with diphthongs in meaningful sentences.</p>	Ask learners to summarize the lesson
Wednesday	Engage learners to play segmentation and blending games	<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: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu.</p> <p>Guide learners to form the superlative forms of regular adjectives by adding -est.</p> <p>E.g. Ali is the tallest. Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best</p>	Ask learners to summarize the lesson

		<p>Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences</p> <p>Assist learners to use the adjectival forms position, more – and most –</p> <p>much more most intelligent more intelligent most intelligent</p> <p>For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond.</p>	
Thursday	Engage learners to play games or sing songs to get them ready for the class	<p>D. <u>WRITING</u> Scaffold the writing process. Pre-writing</p> <p>Have learners select and discuss a national issue with their partners.</p> <p>Have learners brainstorm to generate as many ideas as possible about the topic.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or an appropriate graphic organizer. E.g. line diagram</p>	Ask learners to summarize the lesson
Friday	Engage learners to play games or sing songs to get them ready for the class	<p>E. <u>WRITING CONVENTION AND GRAMMAR USAGE</u></p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <p>Distribute copies of a sample story and let them identify the simple past verbs, how</p>	Ask learners to summarize the lesson

	<p>Guide learners to choose and read books during the library period</p>	<p>they are used in sentences and identify modals used. Use this as a guide to let learners write a story using the simple past.</p> <p>Learners in pairs write their own stories making sure they use both tense forms.</p> <p>Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense.</p> <p>F. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</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>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>	<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	8 th November, 2019.		
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 144		
Learning Indicator(s)	B6.3.1.1.1		
Performance Indicator	Learners can identify examples of rectangular and triangular prisms in the classroom and the community		
Strand	Geometry and measurement		
Sub strand	Lines and shapes		
Teaching/ Learning Resources	Cut out shapes, blocks etc.		
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to play games or sing songs to get them ready for the class	Give learners models of 3-D shapes made from cardboard to examine and describe their cross sections (i.e. the surface or shape exposed by making a straight cut through something, especially at right angles to an axis).	Review the lesson with learners Assessment: have learners to practice with more examples
Tuesday	Engage learners to play games or sing songs to get them ready for the class	Ask learners to draw and complete the table for the description of the cross sections of the 3-D objects 	Review the lesson with learners Assessment: have learners to practice with more examples
Wednesday	Engage learners to play games or sing songs to get them ready for the class	Ask learners to draw and complete the table for the description of the cross sections of the 3-D objects 	Review the lesson with learners Assessment: have learners to practice with more examples
Thursday	Engage learners to play games or sing songs to get them ready for the class	Ask learners to sort 3-D shapes with uniform cross sections; these are prisms and they are	Review the lesson with learners

		<p>named after their uniform cross sections.</p> <p>Ask them to identify and name the following prisms</p>	<p>Assessment: have learners to practice with more examples</p>
Friday	Engage learners to play games or sing songs to get them ready for the class	<p>Ask learners to sort 3-D shapes with uniform cross sections; these are prisms and they are named after their uniform cross sections.</p> <p>Ask them to identify and name the following prisms</p>	<p>Review the lesson with learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending	8 th November, 2019.		
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B6.2.1.5.2		
Performance Indicator	Learners can demonstrate that air supports burning		
Strand	Cycles		
Sub strand	Earth science		
Teaching/ Learning Resources	Chart of pictures showing the use of water		
Core Competencies: Collaboration and Communication. Personal Development and Leadership Cultural Identity and Global Citizenship Creativity and Innovation			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Ask Children to predict what happens when two charcoal pots of fire used for cooking; one is fanned while the second one is not fanned	Presenting TLMs to the students, such as Matches, Candles, beakers/transparent materials have learners to talk about the uses of air Review composition of air and the uses of the components	Review the lesson with learners Ask learners to summarize the important points of the lesson.
	Revise the previous lesson with learners	Learners, in groups, use simple experiments to show that air supports burning, using a lighted candle and a glass jar (or an improvised jar).	Review the lesson with learners Ask learners to summarize the important points of the lesson.
	Revise the previous lesson with learners	Learners, in groups, use simple experiments to show that air supports burning, using a lighted candle and a glass jar (or an improvised jar).	Review the lesson with learners Ask learners to summarize the important points of the lesson.

Week Ending	8 th November, 2019.		
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B6.2.1.1.1		
Performance Indicator	Learners can plant trees in their communities as a civic duty		
Strand	All Around Us		
Sub strand	The Environment And The Weather		
Teaching/ Learning Resources	Pictures, word cards , chart an videos		
Core Competencies: 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)
	Engage learners to sing songs and recite rhymes in relation to the lesson	Learners discuss the importance of trees in their communities. e.g. clean air, shade etc.	Review the lesson with learners
	Revise the previous with lesson	Project Learners undertake a tree planting project in the school to check erosion or provide shade Project activities include: a visit to the forestry commission for seedlings Planting the seedlings and take care of them in the school Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves	Review the lesson with learners
	Revise the previous with lesson	Project Learners undertake a tree planting project in the school to check erosion or provide shade Project activities include: a visit to the forestry commission for seedlings Planting the seedlings and take care of them in the school Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves	Review the lesson with learners

Week Ending	8 th November, 2019.		
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6 2.1.1.1		
Performance Indicator	Learners can discuss the importance of prayer in our lives.		
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 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)
	Engage learners to play games and sing songs and recite rhymes in relation to the lesson	<p>Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship.</p> <p>Let learners talk about the types of prayer:</p> <p>Christianity - thanksgiving, intercession, supplication, confession, etc.</p> <p>Islam - Salat (five daily compulsory prayers), congregational (Ju`mah), etc.</p> <p>Traditional - thanksgiving, intercession, supplication, confession, etc.</p> <p>Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc.</p> <p>Ask learners to demonstrate how prayer is performed in the three major religions.</p>	<p>What have we learnt today?</p> <p>The importance of prayer in our lives</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending	8 th November, 2019.		
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.4.4.1.1		
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.		
Strand	Colonization and Developments under Colonial Rule in Ghana		
Sub strand	Political Developments Under Colonial Rule		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: use evidence to analyze and reconstruct political developments during the colonial period, creativity and innovation			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Revise the previous lesson with learners	Discuss the features of 'direct' rule Examples; 1. Presence of many white settlers 2. Alienation of African land by the Europeans etc.	What have we learnt today? Features of direct rule Ask learners to summarize the lesson
	Revise the previous lesson with learners	Discuss the features of 'indirect' rule Examples; 1.the chiefs were the rulers, but real power stayed with the governor employed by the British government 2. the chiefs had the responsibility for both raising and spending taxes etc.	What have we learnt today? Features of indirect rule Ask learners to summarize the lesson

Week Ending	8 th November, 2019.		
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6 1.1.1.1 B6 2.1.1.1		
Performance Indicator	Learners can explore and study the artworks of some international visual artists and analyze how their artworks reflect the history and culture of some common in the world		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
Core Competencies: Critical Thinking Decision Making Creativity and Innovation Digital Literacy Communication			
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 documentaries on artworks from different parts of the world	Have learners use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international visual artists (e.g. Meshack Asare, Zingaro, Leonardo, Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim Mahama, Rebecca Horn);	Review the lesson with learners
	Give guidelines of how the project is going to be. Prepare and plan the days schedule	Learners to imitate and preform artworks based on the documentary watched	Review the lesson with learners

Week Ending	8 th November, 2019.		
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian language curriculum Page		
Learning Indicator(s)	B6.4.1.1.1 B6.4.1.1.2 B6.4.1.1.3		
Performance Indicator	<ul style="list-style-type: none"> Learners can write a report or account of a particular events or activity in which they were involved. Learners can write a brief report on an event or activity they have witnessed. Learners can write a report or account of a particular event or activity. 		
Strand	Composition Writing		
Sub strand	Writing		
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 play games or sing songs to get them ready for the class	<p>Discuss with learners how to write a narrative composition.</p> <p>Show a sample of a narrative writing and discuss its structure and key points.</p> <p>Ask learners to narrate to the class an activity in which they took part.</p> <p>Discuss the narration from the learner.</p> <p>Assist learners to write a report or an account of a particular event or activity in which they were involved.</p>	<p>Review the lesson with learners</p> <p>Ask learners to summarize the lesson</p>
	Engage learners to play games or sing songs to get them ready for the class	<p>Discuss with learners key points in writing a narrative composition.</p> <p>Ask a learner to narrate an event witnessed to the class.</p>	<p>Review the lesson with learners</p> <p>Ask learners to summarize the lesson</p>

		<p>Assist learners to write a brief report on an event or activity e.g. rainfall, storm, and drought they have witnessed.</p>	
	<p>Engage learners to play games or sing songs to get them ready for the class</p>	<p>Discuss with learners types of narrative writing.</p> <p>Put learners in groups to discuss an event that took place in the school, home or community etc.</p> <p>Assist learners to write a report or account of a particular event or activity.</p>	<p>Review the lesson with learners</p> <p>Ask learners to summarize the lesson</p>

Week Ending	8 th November, 2019.		
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 79		
Learning Indicator(s)	B6.4.1.4.1		
Performance Indicator	Learners can develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Fitness		
Teaching/ Learning Resources	Drums, laptop, speakers, videos and pictures		
Core Competencies: Learners develop personal and communication skills such as physical fitness knowledge, aerobic capacity knowledge as learners monitor the intensity of one's heart rate during physical activity.			
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 play games or sing songs to get them ready for the class	Discuss physical fitness as the process attained through quality instructional physical education. Participation in physical activity and knowledge of fitness components coupled with an appreciation for good health. Learners develop a one-day personal fitness which include: Jogging- muscular endurance, running cardio-respiratory endurance, push-ups- muscular strength, aerobic dance flexibility, etc.	Review the lesson with learners.

Week Ending	8 th November, 2019.		
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 35		
Learning Indicator(s)	B6.1.3.1.10. B6.1.3.1.11.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate how to store data. • Learners can manipulate data to gain required output (e.g. Finding sum, mean, grand totals, maximum, minimum, mode, division, multiplication etc.) 		
Strand	Introduction to MS-Windows Interface		
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 publications, oral histories, etc.)		
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)
	Engage learners to play games or sing songs to get them ready for the class	<p>Guide learners to use the tools stated above to store data in different formats. E.g. Hand writing, phone recording, magnetic tapes, optical disc etc.</p> <p>Guide learners to find the mode, product, minimum value, maximum value etc.</p> <p>NB: This is to help the learner with fundamental principle of problem solving skills and creativity in computing and Computer Science.</p>	<p>Review the lesson with learners.</p> <p>Ask learners to summarize the important points in the lesson</p>