



SAMPLE LESSON NOTES-WEEK TWELVE (12)
BASIC SIX

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 SIX

Name of School.....

Week Ending	29 th November, 2019.
Class	Six
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B6.1.4.1.2. B6.2.3.1.1. B6.3.5.1.2 B6.4.9.3.2. B6.5.4.1.3 B6.6.1.1.1.
Performance Indicator	<ul style="list-style-type: none"> A. Learners can tell stories around given themes B. Learners can use words with centering diphthongs (e.g. / iə, eə, ʊə) to make meaningful sentences C. Learners can use appropriate subject-verb agreement (indefinite pronouns, singular/plural and collective nouns D. Learners can edit/proofread draft, check capitalization, usage, punctuation and spelling – E. Learners can use a range of verb forms in speech and in writing. 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
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.	

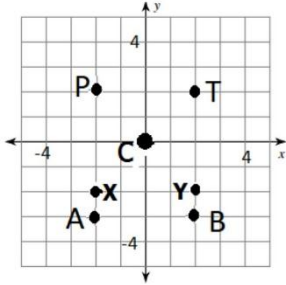
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes <u>SOMETHING PASS</u> Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala lala la	A. <u>ORAL LANGUAGE</u> Discuss themes in storytelling. Tell a story to learners Guide learners with questions to identify the theme of the story e.g. love, honesty, patriotism, hard work, etc. Based on the example, have learners tell stories around given themes.	Review the lesson with learners

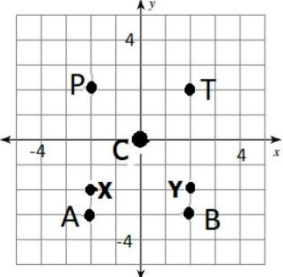
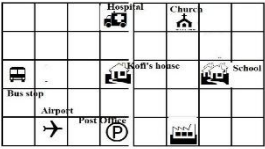
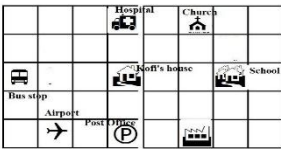
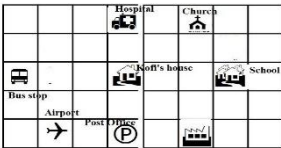
	Lololo loo Response: lolo loo lolo lolo lolo lo	With examples encourage the use of appropriate vocabulary to depict chosen themes.	
Tuesday	Revise with learners on the previous lesson	<p>B. <u>READING</u></p> <p>In a discussion have learners talk about diphthongs.</p> <p>Give several examples and elicit 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 use words with target diphthongs in conversation
Wednesday	<p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound.</p> <p>The leader then search through the word cards to identify the letter.</p>	<p>C. <u>GRAMMAR</u></p> <p>Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners.</p> <p>Have groups of learners discuss and exemplify the following:</p> <ul style="list-style-type: none"> - A singular subject goes with a singular verb. - A plural subject goes with a plural verb. - A collective subject goes with singular or plural verb. <p>Present a text. Put the class into groups to identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects. Each group presents its work.</p> <p>Conduct suitable drills for learners to have practice.</p> <p>Learners sit in groups to converse on a topic. E.g. “What</p>	<p>Review the lesson with learners</p> <p>Ask learners to summarize the lesson in turns</p>

		the people in my family do daily”.	
Thursday	<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 (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalization, punctuation and spelling.</p> <p>Tips for learners: Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</p> <p>Have I used commas correctly?</p> <p>iii. Do my sentences start with capital letters?</p> <p>iv. Have I capitalized proper nouns?</p> <ul style="list-style-type: none"> • Have learners do peer editing. • Have them prepare neat final copies. • Guide them to proofread the final copies before publishing. 	Review the lesson with learners
Friday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Engage learners in the “Lucky Dip game” Learners take turns to dip their hands into a box containing words, 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>E. <u>WRITING CONVENTION</u></p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <p>Guide learners with examples to construct sentences using the past perfect form of verbs. E.g. When you came I had already finished the work. Let learners narrate short events using both tenses.</p>	Review the lesson with learners


	<p>Guide learners to choose and read books during the library period</p>	<p>Let learners write a letter to an elderly relative on something that happened in the past.</p> <p>Learners in their groups (mixed ability), choose a topic or event they will want to write on using the past perfect and simple past tenses.</p> <p>Have learners write a mind map to guide their writing.</p> <p>F. <u>EXTENSIVE READING</u> 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. Guide learners to choose and read books during the library period</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>
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Week Ending	22 nd November, 2019.
Class	Six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.3.3.5.1
Performance Indicator	Learners can tell the position and motion of objects in space using the cardinal points northeast, north-west, south-east and south-west
Strand	Geometry and measurement
Sub strand	Geometric Reasoning
Teaching/ Learning Resources	Cardinal points grid chart
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	Engage learners to sing songs and recite rhymes in relation to the lesson <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. 	Pupils describe the position and motion of objects from one point to another using the 4 main cardinal points and the half-between: e.g. The point P is north of the point P X but north-west of point C . Y is south of T but south-west of C . C . 	Review the lesson with learners Assessment: Have learners to practice with more examples
Tuesday	Engage learners to Play show me a number game with learners (up to 30), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Pupils describe the position of places in a grid from a given location. E.g. the church is north-east from Kofi's house; the hospital is north-west from Kofi's house	Review the lesson with learners Assessment: Have learners to practice with more examples

			
<p>Wednesday</p>	<p>Engage learners to Play show me a number game with learners (up to 30), 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 give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples</p>
<p>Thursday</p>	<p>Engage learners to sing the song <u>WE CAN COUNT</u> 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 give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p> 	<p>Review the lesson with learners</p> <p>Assessment: Have learners to practice with more examples</p>
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Week Ending	29 th November, 2019.		
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 37		
Learning Indicator(s)	B6.2.2.1.2		
Performance Indicator	Learners can observe the life cycle of a plant (okra or maize plant)		
Strand	Cycles		
Sub strand	Life cycle of organism		
Teaching/ Learning Resources	Videos and pictures		
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)
	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Guide learners to plant viable maize and okra seeds and care for them until they bear fruit.	What have we learnt today? Life cycle of a plant (okra or maize plant) Ask learners to summarize the main points in the lesson
	Revise with learners on the previous lesson	Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced.	Review the lesson with learners
	Revise with learners on the previous lesson	Learners write a report based on their observations	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B6.2.2.1.1		
Performance Indicator	Learners can explain the importance of animal waste to plants		
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 and videos of manure and discuss the importance of manure e.g. soil fertility 	What have we learnt today? Importance of animal waste to plants Have learners to summarize the main points in the lesson
	Revise with learners on the previous lesson	Obtain different plant and animal waste from the community and use such materials to prepare manure	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 49		
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	Videos and pictures		
Core Competencies:			
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>Engage learners to play games and sing songs and recite rhymes in relation to the lesson</p> <p><u>PRAYER IS THE KEY</u> Prayer is the key Prayer is the key Prayer is the master’s key Jesus started with prayer and ended with prayer Prayer is the master key</p> <p><u>READ YOUR BIBLE PRAY EVERYDAY</u> Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow</p> <p>If you want to grow If you want to grow Hallelujah Read your bible pray everyday If you want to grow</p>	<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. Islam - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. 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	29 th November, 2019.		
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 41		
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
	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/current lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins.	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	29 th November, 2019.		
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6 2.4.6.1		
Performance Indicator	Learners can develop guidelines for analyzing and appreciating own and others' artworks that reflect the technique and style of international performing artists studied		
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 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. Assessment: 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.	What have we learnt today? Planning and Displaying of own artworks. Give Learners home task to observe and reflect on

		Have learners to talk about how they felt performing their own compositions. What they learnt from the performance of other groups. What other things they would want to do to improve upon their compositions.	a specific activity within their environment and compose a short performance for class discussion
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Week Ending	29 th November, 2019.		
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.6.1.1.1 B6.6.1.1.2 B6.6.1.1.3		
Performance Indicator	Learners can recognise topics for magazine. Learners can recognise features of articles for a class magazine Learners can write articles for class magazine.		
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)
	Sing songs and rhyme in relation to the lesson	Read an article on a particular topic to the class from a magazine. Discuss the article read from the magazine Help learners to recognize topics for magazines. Discuss the topic with the learners.	Review the lesson with learners
	Play games, sing songs and rhyme in relation to the lesson	Give a magazine to learners to look at it and talk about the magazine Discuss the features of an article in the magazine with the class. Let learners see samples of articles and recognize features of articles for a class magazine.	Review the lesson with learners
	Play games, sing songs and rhyme in relation to the lesson	Discuss a topic for an article with learners. Encourage learners to write the article in their class magazine	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.5.1.5.1:		
Performance Indicator	Learners can participate productively in group physical activities.		
Strand	Values and Psycho-social Concepts, Principles and Strategies		
Sub strand	Self-Responsibility		
Teaching/ Learning Resources	Videos and Pictures		
Core Competencies: As learners participate productively in group physical activities they develop personal and social skills such as tolerance, respect, teamwork, and fair-play.			
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 general and specific warm ups	Emphasis during physical activity that without cooperation learners cannot positively work together. Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc.	Assessment: Organize mini game for learners for fun and enjoyment. Take learners through cool down to end the lesson

Week Ending	29 th November, 2019.		
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.3.1.1.3		
Performance Indicator	Learners can be able to use the attributes of the ribbons studied in a paragraph		
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 section		
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	Guide the learners to create and format text in a document NB. This is to help the learner with software knowledge such as in office applications (word processing).	Review the lesson with learners Ask learners to summarize the main points in the lesson

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