

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

**SAMPLE LESSON NOTES-WEEK 4**  
BASIC FOUR

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

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 4

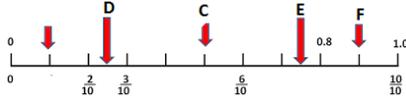
### BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.7.1.4. B4.2.6.4.3. B4.3.5.1.5. B4.4.13.2.2. B4.5.9.1.1. B4.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can use background knowledge to aid in understanding and building new knowledge</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts</p> <p>C. Learners can use the simple past form of verbs</p> <p>D. Learners can use words, phrases, and clauses to clarify the relationships between claim(s) and reasons.</p> <p>E. Learners can Identify subjects and verbs in simple sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards and a class library		
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership 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>
Monday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Round and Round the Garden</b></p> <p>Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p><b>A. ORAL LANGUAGE</b> (Listening Comprehension)</p> <p>Have learners listen to a narrative text.</p> <p>Learners in groups identify, discuss and relate the plot of the text to a familiar text.</p> <p>Have learners listen to the text a second time.</p> <p>In groups, learners share what they have learnt in the text.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Sea shells</b></p> <p>She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p><b>B. READING</b> (Vocabulary)</p> <p>Explain to children the key elements in all writing e.g. purpose, audience etc. These help to make the understanding of the text easy. That is, they play an integral part in the process.</p> <p>Guide learners to understand each key element.</p> <p>Introduce learners to a variety of texts and registers which may be used in given situations. Have learners work in groups to write short texts on familiar topics.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite rhymes  <b>Ding dong bell.</b>  Pussy's at the well.  Who took her there?  Little Johnny Hare.  Who'll bring her in?  Little Tommy Thin.  What a jolly boy was that  To get some milk for  pussy cat,  Who ne'er did any harm?  But played with the mice  in his father's barn</p>	<p><b>C. GRAMMAR</b>  <i>(Verbs)</i>  Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p> <p>Learners listen to a simple story in which several completed actions have occurred.</p> <p>Discuss the story and have learners identify the verbs.</p> <p>Learners engage in a conversion drill for practice.</p> <p>Learners write simple sentences in the past tense using (both regular and irregular verbs)</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite rhymes  <b>Row, Row, Row Your Boat"</b>  Row, row, row your boat,  Gently down the stream.  Merrily, merrily, merrily,  merrily,  Life is but a dream.</p>	<p><b>D. WRITING</b>  <i>(Persuasive Writing)</i>  Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</p> <p>You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite rhymes  <b>"If wishes were horses</b>  If wishes were horses  Beggars would ride:  If turnips were watches  Would wear one by my side.  And if if's and and's were  pots and pans,  The tinker would never  work!</p> <p>Engage learners in the "popcorn reading" game  The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b>  <i>(Using Simple and Complex Sentences)</i>  Give learners an extract from a comprehension passage.</p> <p>Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</p> <p>Let learners write an event they have participated in.</p> <p>Learners edit their work to demonstrate their knowledge of subject and predicate.</p> <p><b>F. EXTENSIVE READING</b></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.  Ask each learner to write a two-paragraph summary of the book read.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Have learners present a two-paragraph summary of the book read</p> <p>Invite individuals to present their work to the class for feedback</p>

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 25-27
<b>Learning Indicator(s)</b>	B4.1.4.1.1-3
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can describe and represent decimals concretely, pictorially, and symbolically</li> <li>❖ Learners can round decimals to the nearest tenth</li> <li>❖ Learners can use models to explain the result of addition and subtraction of decimals (up to hundredths)</li> </ul>
<b>Strand</b>	Number
<b>Sub strand</b>	Decimal Fractions
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;	

<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 to sing songs and recite rhymes <b>Tooting tutors</b> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Use pictorial representations or number line to revise tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, C, D, & E).  Use the tenth and hundredth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point “.” after ones place in the place value chart. <table border="1" data-bbox="706 1228 1063 1459"> <thead> <tr> <th colspan="5">Tenth And Hundredth Place Value Chart</th> </tr> <tr> <th></th> <th>Fraction</th> <th>1</th> <th>.</th> <th><math>\frac{1}{10}</math></th> <th><math>\frac{1}{100}</math></th> </tr> </thead> <tbody> <tr> <td>A</td> <td><math>\frac{1}{4} = \frac{25}{100}</math></td> <td>0</td> <td>.</td> <td>1</td> <td></td> </tr> <tr> <td>B</td> <td><math>\frac{1}{8} = \frac{125}{1000}</math></td> <td>0</td> <td>.</td> <td>2</td> <td></td> </tr> <tr> <td>C</td> <td><math>2\frac{1}{2}</math></td> <td>0</td> <td>.</td> <td>5</td> <td></td> </tr> <tr> <td>D</td> <td><math>3\frac{3}{5}</math></td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> </tbody> </table>	Tenth And Hundredth Place Value Chart						Fraction	1	.	$\frac{1}{10}$	$\frac{1}{100}$	A	$\frac{1}{4} = \frac{25}{100}$	0	.	1		B	$\frac{1}{8} = \frac{125}{1000}$	0	.	2		C	$2\frac{1}{2}$	0	.	5		D	$3\frac{3}{5}$	0	.			Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
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D	$3\frac{3}{5}$	0	.																																			
Tuesday	Engage learners to sing songs and recite rhymes <b>Sleet slitters</b> I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Give pupils several common fractions to convert into tenths and hundredths and write their decimal names. E.g. $7\frac{2}{5} = \frac{\quad}{10}$ .  Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark.	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.																																			

		<p>Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</p> <p>Draw an arrow to match each number to its nearest whole.</p>	
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Pease Porridge Hot</b></p> <p>Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.</p>	<p>Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths</p> <p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>"Itsy Bitsy Spider"</b></p> <p>The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Guide learners to use models to explain the result of addition and subtraction of decimals</p> <p>E.g. 1. To add 0.64 and 0.39, means sum</p> $\frac{64}{100} + \frac{39}{100} \text{ which is } \frac{64+39}{100} = \frac{103}{100} = 1.03.$ <p style="text-align: right;"> <math display="block">\begin{array}{r} 0.64 \\ + 0.39 \\ \hline 1.03 \end{array}</math> </p> <p>That is, since both are hundredths fractions (i.e. have 2 decimal places) we can line up the decimal points to align the place values and add as whole numbers</p> <p>E.g. 2. To add 0.6 and 0.39, one number is in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up the decimal points to align the place values and add as whole numbers</p> $\begin{array}{r} 0.6 \\ + 0.39 \\ \hline 0.99 \end{array}$	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p><b>"It's Raining, It's Pouring</b></p> <p>It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Guide learners to use models to explain the result of addition and subtraction of decimals</p> <p>E.g. 1. To subtract 0.6 from 1.39, means</p> $\frac{139}{100} - \frac{6}{10} = \frac{139}{100} - \frac{60}{100} = \frac{139-60}{100} = \frac{79}{100} = 0.79.$ $\begin{array}{r} 1.39 \\ - 0.6 \\ \hline 0.79 \end{array}$ <p>That is, since one number is in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up the decimal points to align the place values and subtract as whole numbers</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 13		
<b>Learning Indicator(s)</b>	B4. 5.1.1.1		
<b>Performance Indicator</b>	Learners can know how to care for one's self and the environment		
<b>Strand</b>	Humans And The Environment		
<b>Sub strand</b>	Personal Hygiene And Sanitation		
<b>Teaching/ Learning Resources</b>	Sponge, soaps, tooth brushes and paste, finger nails cutter, towels, brooms		
<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>
	Engage learners to sing songs and recite rhymes <b>"If wishes were horses</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene.  Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.).	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene.  Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.).	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 16
<b>Learning Indicator(s)</b>	B4.4.1.2.1.
<b>Performance Indicator</b>	Learners can identify the characteristics of a responsible citizen
<b>Strand</b>	Our Nation Ghana
<b>Sub strand</b>	Being A Citizen
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

<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 to sing songs and recite rhymes <b>"If wishes were horses</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Revise with learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g. i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other viewpoints.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners, in groups, identify the characteristics of a good citizen.  Teacher uses case study approach to raise a variety of issues, e.g. A pupil finds money in the classroom and keeps it instead of finding the owner.  Have learners to react and state their views on this issue	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>
<b>Reference</b>	RME curriculum Page 31
<b>Learning Indicator(s)</b>	B4.5.1.1.1
<b>Performance Indicator</b>	Learners can explain authority at home, school and in the community.
<b>Strand</b>	The Family, Authority and Obedience
<b>Sub strand</b>	Authority And Obedience
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation 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>Get out 5-10 index cards and write the new words in the lesson on it.</p> <p>Place the cards on the ground in order or scattered apart to encourage mid-size jumps</p> <p>Invite learners to hop on each card by reading each card aloud.</p>	<p>Through questions and answers, let learners explain authority.</p> <p>With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities.</p> <p>Guide learners to identify those in authority at home, school and in their community: parents, head teachers, teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.</p> <p>Let learners dramatize or role-play authority at home, school and in the community</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 26		
<b>Learning Indicator(s)</b>	B4.4.1.2.1		
<b>Performance Indicator</b>	Describe how the different areas – The Colony, Asante, The Northern Territories and The British Mandated Togoland– became one territory known as the Gold Coast		
<b>Strand</b>	Colonization and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Establishing Colonial Rule in Ghana		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<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 to watch a short video on the history of Ghana.</p> <p>Let learners talk about the video and the part that interest them most</p>	<p>Brainstorm learners to define the term colonialism and colonialism.</p> <p><b>Colonization</b> is the process by which a central system of power dominates the surrounding land and its components.</p> <p><b>Colonialism</b> is the practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.</p> <p>Lead discussion for learners to know practical meaning of colonialism.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Using questions and answers, review learners understanding of the previous lesson.</p> <p>Play games and sing songs to begin the lesson.</p>	<p>Have learners to talk about the types of colonialism</p> <p><b>Settler</b> colonialism involves large scale immigration, often motivated by religious, political, or economic reasons.</p> <p><b>Exploitation</b> colonialism involves fewer colonist and focuses on the exploitation of natural resources or population as labor.</p> <p><b>Surrogate</b> colonialism involves a settlement project supported by the colonial power, in which most settlers do not come from a same ethnic group as the ruling power.</p> <p><b>Internal</b> colonialism is a notion of uneven structural power between areas of a state.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

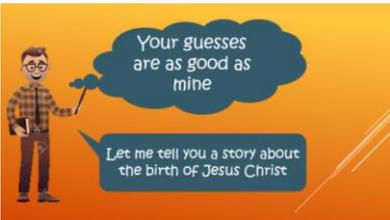
<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B4 2.2.2.3. B4 2.2.3.3		
<b>Performance Indicator</b>	Learners can create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of performing artworks that reflect topical issues in Ghana		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration 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>Read out excerpts from speeches made by important individuals in the country.</p> <p>Let learners relate to the speeches and share ideas on such speeches</p>	<p>In the previous lesson, we learned about how Vinoko Akpalu's drama performances and compositions reflect the lives of Ghanaians.</p> <p>Guide learners to create own drama to reflect their culture .</p> <p>Guide learners to choose a theme or title for their poet. e.g. "streetism" "coronavirus" "healthy living " etc.</p> <p>Encourage learners in their choice of words for the poet.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Let learners tell how they are going to apply what they have learnt in real life</p>
	<p>Engage learners to sing songs and recite familiar rhymes.</p>	<p>Recite a poem or sing a song of Vinoko Akpalu.</p> <p>Ask Learners questions as you pause often to let them guess or continue the song/poet.</p> <p>Share roles to learners and have them to perform parts of the poet or song in front of the whole class</p> <p>Guide learners to play their selected roles.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Discuss the performance</p>

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 15
<b>Learning Indicator(s)</b>	B4.2.9.1.1-2
<b>Performance Indicator</b>	Learners can select topic sentences in paragraphs and give titles to passages.
<b>Strand</b>	Reading
<b>Sub strand</b>	Summarizing
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<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>Engage learners to play the story ball game</p> <p>Get a beach ball, and write words all over it. Have learners to throw the ball to each other and whatever word their finger lands on they have to use it to make a sentence relating to the lesson</p> <p>Lead learners to sing a song to begin the lesson.</p>	<p>Let learners sing a traditional occupational song.</p> <p>Let learners read a number of paragraphs from a book.</p> <p>Lead learners to discuss what a topic sentence is.</p> <p>Lead learners to recognize some topic sentences in the passage they have read.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</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.</p> <p>E.g. “playing”, the children are playing football.</p>	<p>Let learners continue with the reading of the passage and write down the topic sentences in each paragraph read.</p> <p>Let learners compare their topic sentences in their groups.</p> <p>Let learners compare their final group works to those of other groups.</p> <p>Discuss their findings with them.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Teacher gets a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word</p>	<p>Read a passage to learners.</p> <p>Discuss the passage with learners and let them come out with suggested titles.</p> <p>Discuss their suggested titles with them and select one.</p> <p>Give learners a different printed passage for them to read.</p> <p>Lead learners to give a title to the passage they have read</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 47		
<b>Learning Indicator(s)</b>	B4.1.12.1.15:		
<b>Performance Indicator</b>	Learners can perform movement skill with one hand or one foot and compare with movement skill with two hands and two feet.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Manipulative Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies Learners develop skills such as observation, critical thinking, tolerance, etc.</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>
	Engage learners in the “Jump Counting” game  Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners perform movement skills with one hand or foot and compare with performing movement skills with two hands and two feet.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page 8
<b>Learning Indicator(s)</b>	B4.2.1.1.2
<b>Performance Indicator</b>	Show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.
<b>Strand</b>	Presentation
<b>Sub strand</b>	Introduction to MS PowerPoint
<b>Teaching/ Learning Resources</b>	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section
<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 I: 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>Divide the class into two teams. Let each team present a player who is good in playing the Zuma game.</p> <p>The first player to finish a level is the winner. Teams must present new players for each new level.</p> <p>Note: chose games that improves learners mousing and keyboarding skills</p>	<p>Guide learners to prepare and present a prepared PowerPoint project to the class.</p> <p>Invite them to present in groups to the whole class</p>  <p>Slide 1</p>  <p>Slide 2</p>  <p>Slide 3</p>	<p>Call learners to summarize the lesson.</p> <p>Give learners task to complete at home.</p>