

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

SAMPLE LESSON NOTES-WEEK 3
BASIC SIX

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Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 3

BASIC SIX

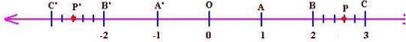
Name of School.....

Week Ending			
Class	Six		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B6.1.6.3.2. B6.2.6.4.2. B6.3.9.1.1. B6.4.13.2.3 B6.5.8.1.1. B6.6.1.1.1.		
Performance Indicator	<p>A. Learners can demonstrate turn taking in conversation on different topics</p> <p>B. Learners can recognize the playful use of words in spoken and written language</p> <p>C. Learners can use modals to express a variety of meanings</p> <p>D. Learners can establish and maintain a formal style..</p> <p>E. Learners can identify and use conjunctions</p> <p>F. Learners can read and critique a variety of age- and level appropriate books</p>		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership 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)
Monday	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p><u>There Was a Crooked Man</u> There was a crooked man, and he walked a crooked mile. He found a crooked sixpence upon a crooked stile. He bought a crooked cat, which caught a crooked mouse, And they all lived together in a little Crooked house.</p>	<p style="text-align: center;">A. ORAL LANGUAGE</p> <p>Through discussion, guide learners to identify some current or recent events.</p> <p>Choose one such event and engage in a model conversation with a learner earlier prepared.</p> <p>Converse on a given topic with a learner as others watch.</p> <p>Let learners, converse in pairs on different topics after the example.</p> <p>Encourage them to follow the rules of conversation.</p> <p>Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p>Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.</p> <p>Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards.</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>Tuesday</p>	<p>Engage learners to solve this riddle</p> <p>There are three houses. One is red, one is blue and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right of the house in the middle, where is the white house?</p>	<p>B.READING (<i>Vocabulary. Pg173</i>)</p> <p>Demonstrate the use of playful words in spoken and written language e.g. jokes, riddles, puns</p> <p>Introduce these one at a time.</p> <p>Provide and discuss examples.</p> <p>Learners play games with the activity in pairs/groups.</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>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>C.GRAMMAR (<i>Modals</i>)</p> <p>Revise modal auxiliaries.</p> <ul style="list-style-type: none"> - Can: conveys ability - May: asks for permission, expresses politeness, possibility - Must: obligation or compulsion, necessity - Shall/will: prediction, intention, determination etc. - Could: tentativeness, politeness - Would: politeness etc. - Might: possibility - Should: obligation - Used to: for past activity/event - Have to/ought to/need to: for obligation <p>Introduce them in context one or two at a time.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings such as politeness.</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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>D.WRITING (<i>Argumentative writing. Pg. 207</i>)</p> <p>Using models, discuss the basic structure of an argumentative piece:</p> <ul style="list-style-type: none"> - Introduction. - Reasons for the stand taken. - Conclusion. <p>Have learners in groups to present full compositions using class discussions.</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>Have learners to sing songs and recite some familiar rhymes. Example: "Peter Piper" Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked;</p>	<p>E.WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Conjunctions</i>)</p> <p>Revise the use of conjunctions learners have learnt. e.g. <i>and, but, or, nor, so that, when, while, if, unless etc.</i> to express</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>If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</p> <p>Engage learners in the "popcorn reading" game</p> <p>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>purpose, time, condition etc.</p> <p>Learners write stories on topics of their choice using the conjunctions to link ideas in their sentences.</p> <p>Have learners peer-edit one another's work.</p> <p style="text-align: center;"><u>F.EXTENSIVE READING</u></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books 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>
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Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 127		
Learning Indicator(s)	B6.1.2.5.1 B6.1.2.6.1		
Performance Indicator	<ul style="list-style-type: none"> ❖Learners can solve multi step word problems involving the four basic operations ❖Learners can locate, compare and order sets of integers using the number line and symbols "< or >" 		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks		
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	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	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 model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place. Have learners to paste their drawings on the classroom wall to create a gallery.	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving subtraction and division and solve	Give learners task to complete while you go round the class to support those who might need extra help.
Thursday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed	Give learners task to complete while you go round the class to support those who might need extra help.
Friday	Engage learners to sing the song	Use number line to help learners to identify integers as opposites of	Give learners task to complete while you go round

	<p><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>whole numbers by answering the following questions: i. Which integer is at the point marked B1? ii. Which integer is larger than B1 and which is smaller? iii. How many steps away from B is B1?</p> 	<p>the class to support those who might need extra help.</p>
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Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 44		
Learning Indicator(s)	B6.5.1.1.1		
Performance Indicator	Learners can identify the causes and effects of foul body odor on humans and how it can be prevented		
Strand	Humans & The Environment		
Sub strand	Personal Hygiene & Sanitation		
Teaching/ Learning Resources	Soap, water, dirty clothes		
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)
	Engage learners in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Learners, in groups, discuss the causes of body odor. Prepare personal hygiene cards/posters for each learner in the group to write one cause of foul body odor and how it can be prevented. Learners pair-share their ideas and present to the whole class.	Have learners to say 10 things about the lesson. Let learners summarize the important points of the lesson. Give learners task whiles you go round to give support.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Learners, in groups, discuss the causes of body odor. Prepare personal hygiene cards/posters for each learner in the group to write one cause of foul body odor and how it can be prevented. Learners pair-share their ideas and present to the whole class.	Have learners to say 10 things about the lesson. Let learners summarize the important points of the lesson. Give learners task whiles you go round to give support.

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 58		
Learning Indicator(s)	B6.4.1.2.1.		
Performance Indicator	Learners can explain the importance of public accountability		
Strand	All Around Us		
Sub strand	Being A Citizen		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word.</p> <p>Using questions and answers, review learners understanding of the previous lesson.</p>	<p>Learners explain public accountability e.g. Public</p> <p><i>Accountability is a process by which people are held responsible for their actions and activities in the society</i></p> <p>Learners discuss the importance of public accountability in promoting social justice e.g. i. <i>Peace building avoids conflicts.</i> ii. <i>When there are no conflicts people work together.</i> iii. <i>People see themselves as one people.</i> iv. <i>Everybody contributes to development.</i></p>	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lessson.</p> <p>Give learners task to complete at home.</p>
	<p>Write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word.</p> <p>Using questions and answers, review learners understanding of the previous lesson.</p>	<p>In groups learners identify ways by which people can be held accountable for their stewardship e.g. i. development of self-consciousness about accountability ii. ensuring compliance to rules and regulations iii. awareness that there are societal institutions to ensure your compliance e.g. court action, report to the police, etc.</p>	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lessson.</p>

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 54		
Learning Indicator(s)	B6 5.1.1.1		
Performance Indicator	Learners can identify the role of children in promoting harmony with other family members.		
Strand	The Family, Authority & Obedience		
Sub strand	Authority & Obedience		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation 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)
	Get 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	Revise with learners the roles they can play to promote harmony in the family: Let learners, in pairs or in groups, list roles other family members can play to ensure harmony in the family: relatives must be respectful, obedient, caring, protective, defensive, humble, etc. Ask learners to dramatize or role-play the duties of their grandparents, uncles, cousins, aunts, etc., in molding their character.	Let learners write on a piece of paper the following; 3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.

Week Ending	
Class	Six
Subject	HISTORY
Reference	History curriculum Page 44
Learning Indicator(s)	B6.6.1.1.1
Performance Indicator	Learners can describe the events leading to the emergence of the Fourth Republic
Strand	Independent Ghana
Sub strand	The Republics
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates	

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>Lead learners to sing a song.</p> <p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.</p> <p>Let learners talk about the pictures.</p> 	<p>Ghana's fourth republic begun in 1992 when a new constitution was introduced. This constitution came into effect on January 7 1993.</p> <p>Using pictures and charts, list the names of all the Presidents of the Fourth Republics and their dates of tenure.</p> <p>John Dramani Mahama born on November 1958 in Damango in the West Gonja District of Ghana became the fourth president of the fourth republic after winning the 2012 general elections. He ruled for four years (2013-2016). He also remains the only president. to have lost the elections after his first term in office.</p> <p>Nana Addo Dankwa Akuffo Addo born on 29th march 1940 became the fifth president of the fourth republic after winning the 2016 general elections. He is the current president of Ghana.</p>	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.</p> <p>Give learners task to complete at home</p>
	<p>Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.</p> <p>Using questions and answers, review learners understanding of the previous lesson.</p>	<p>Show and discuss a documentary on the inauguration of a new President of Ghana.</p> <p>Learners recount an inauguration they have witnessed or seen on Television.</p> 	<p>Let learners write on a piece of paper the following;</p> <p>3 things they remember in the lesson 2 questions they would their partner to answer. 1 interesting fact of the lesson.</p> <p>Give learners task to complete at home</p>

Week Ending			
Class	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.1.2.2.3 B6.1.2.3.3		
Performance Indicator	Learners can create own symbolic visual artworks that communicate, educate or sensitize the public on some topical issues in the world		
Strand	Visual Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, 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)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>Learners are to explore the local environment to select available materials and tools that are good for making artworks.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Learners to sing songs and play games to get them ready for the lesson</p> 	<p>Allow learners to practice in groups following the steps provided</p> <p>Sort out your materials an tools needed to make the pot. e.g. clay, rollers, scrappers, modeling tools, piercing tool, trimming tool etc.</p> <p>Ensure that learners use the right methods. e.g. pinching, coiling and the slab method.</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 73		
Learning Indicator(s)	B6.1.1.1.1-3		
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can recognize and discuss the causes accidents that occur at home, school, roads, etc. ❖ Learners can discuss some safety measures to prevent accidents that occur at home, school and on roads. 		
Strand	Oral Language		
Sub strand	Presentation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
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>Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Show learners a picture of a vehicle involved in a road accident.</p> <p>Have learners to observe and talk about the picture. Let learners mention they see in the picture.</p> <p>Using the whole class discussion method, engage learners to talk about the picture using the appropriate descriptive words.</p> <p>Let learners recognize and mention accidents that occur at home, school, and on the roads.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Through brainstorming, ask learners to say some of the causes of accidents.</p> <p>Show learners a picture of a fallen tree. Ask learners what they think caused the tree to fall.</p> <p>Put learners in groups and give each group specific accident scene and ask the learners to brainstorm the causes.</p> <p>Each group should discuss with the class the causes for each given accident.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group</p>	<p>Put learners into groups to discuss the accidents that occur in school, home, road etc. previously allocated to them.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

	<p>comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Let the group discuss the preventive and safety measures for those incidents.</p> <p>Let each group discuss the safety measures of the given accident to the whole class</p>	
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Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B6.1.11.1.14		
Performance Indicator	Learners can dribble a ball and kick (shoot) it towards a goal while being guarded		
Strand	Motor Skill & Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these skills such as agility, precision, power, direction, coordination			
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>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Arrange 5 cones in front of a goal post. The last cone should be about 5-10m away from the target or the goal post.</p> <p>Learners in front with the ball dribbles through the cones base on their capabilities and after the last cone kicks it into the goal post.</p> <p>Learners progress at their own pace.</p> <p>Learners play mini football game in groups.</p> <p>Learners cool-down to end the lesson</p>	<p>Have learners to express their satisfaction for the lesson by talking about how they enjoyed the dancing moves of their partners.</p>

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 47		
Learning Indicator(s)	B6.6.4.1.1-4		
Performance Indicator	Learners can Show how to create and delete a favorite link.		
Strand	Word Processing		
Sub strand	Favorite Places And Search Engines		
Teaching/ Learning Resources	Pictures		
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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Put learners into 2 teams. Let each team present a player who is very good in playing the Zuma game.</p> <p>The first person to finish a level wins. Teams must bring out a new player for each level.</p> <p>Teacher can choose other games that improves Mousing or keyboarding skills</p>	<p>Guide learners to create an Internet favorite link.</p> <p>Guide learners to delete a favorite link they have created.</p> <p>Guide learners to create a favorite folder or subfolder.</p> <p>Help learners by aiding them through the necessary steps to create a favorite folder.</p> <p>Guide learners to use the links toolbar.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>