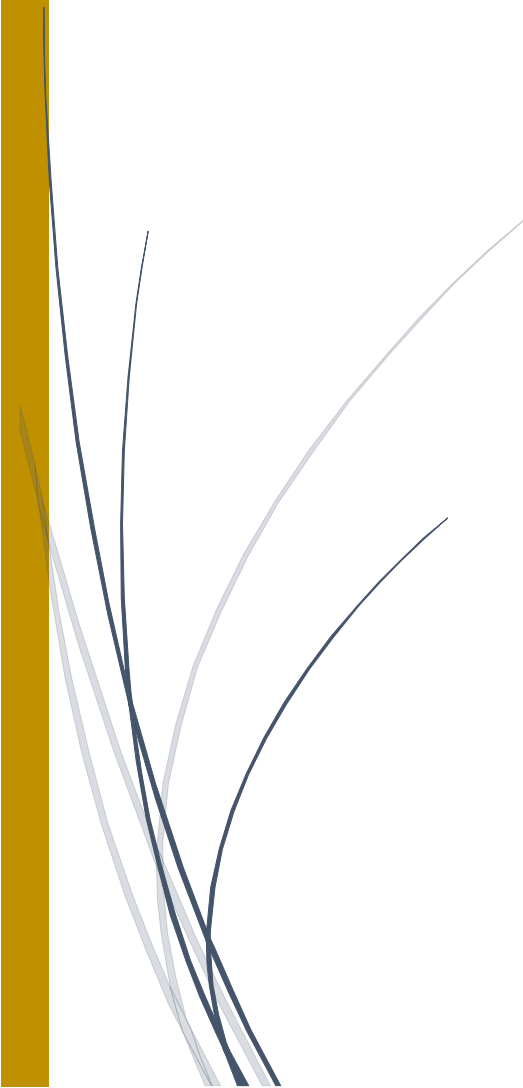


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**SAMPLE LESSON NOTES-WEEK 2**  
BASIC FOUR


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

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 2

### 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>		B4.1.6.3.2. B4.2.6.4.1. B4.3.5.1.4. B4.4.11.1.1. B4.5.8.1.1. B4.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate turn taking in conversation on different topics and speak audibly.</p> <p>B. Learners can expand vocabulary stock through affixation</p> <p>C. Learners can use regular form of the simple past tense of verbs</p> <p>D. Learners can write freely about topics of choice in their immediate environment</p> <p>E. Learners can identify and use conjunctions</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>Ask learners to draw a conversation strip with your friend featuring yourself as the main character.</p> <p>Include speech bubbles and/or captions. The conversation should center on what you did after school.</p>	<p style="text-align: center;"><b>A. ORAL LANGUAGE</b> (Conversation. Pg 9)</p> <p>Demonstrate turn taking with a learner earlier prepared.</p> <p>Learners in pairs, take turns to talk about given topics in groups observing turn taking.</p>	<p>Encourage learners to turns in their everyday life since it promotes fairness.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>B. READING</b> (Vocabulary. Pg 25)</p> <p>Revise prefixes and suffixes by breaking down some common words into their roots- prefix/suffix components. e.g. happy + ness = happiness un + happy + ness = unhappiness</p> <p>Guide learners to play games, e.g. Affixes Game. Write prefixes and suffixes on cards. Learners take turns to pick these from the basket or bag. If a learner is able to add a root to the prefix or the suffix and read out the word correctly, he/she keeps it. At the end of the game, the child with the largest number of cards wins the game. Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences.</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>Have learners to write a list of 10 things they would buy if they won a million cedis.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p><b>C. GRAMMAR</b> (verbs. Pg 42)</p> <p>Revise main and auxiliary verbs by having learners identify them in sentences.</p> <p>Introduce learners to the concept of regular verbs: - Regular verbs form their past tense by adding “d” or “ed” e.g. play- played, walk- walked, bake- baked etc.</p> <p>Elicit examples from learners and have them used sentences.</p> <p>- The irregular verbs form their past tense differently. They do not add “d” or “ed”. e.g. sleep-slept, come-came, go-went etc.</p> <p>Provide a passage having regular and irregular verbs in the present tense.</p> <p>Learners rewrite the sentences in the past.</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>Ask learners to write a list of 10 things they would do if they could fly.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p><b>D. WRITING</b> (creative writing. Pg 54)</p> <p>Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.</p> <p>Guide learners to brainstorm and generate ideas.</p> <p>Have learners organize their ideas and write their first draft.</p> <p>They then peer edit their work.</p> <p>Have them present their work for class discussion and correction.</p> <p>They then write the final draft and display their work for their peers to 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>Friday</p>	<p>Give a copy of the worksheet to learners. They are supposed to complete the task using the pronouns provided in the table within 6mins.</p> <table border="1" data-bbox="326 1801 597 1896"> <tr> <td>their</td> <td>it</td> </tr> <tr> <td>he</td> <td>mine</td> </tr> <tr> <td>they</td> <td>she</td> </tr> </table>	their	it	he	mine	they	she	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Conjunctions)</p> <p>Conjunctions are words that link sentences together.</p>	<p>Ask learners to read the list of conjunctions below and choose one conjunction to join together each set of sentences.</p> <table border="1" data-bbox="1138 1801 1386 1896"> <tr> <td>Since</td> <td>and</td> </tr> <tr> <td>While</td> <td>but</td> </tr> <tr> <td>so</td> <td>then</td> </tr> <tr> <td></td> <td>if</td> </tr> </table>	Since	and	While	but	so	then		if
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he	mine																
they	she																
Since	and																
While	but																
so	then																
	if																

	<p>1. Jennifer told her mom that..... has a lot of homework tonight.</p> <p>2. Melanie, Jackie, and Shelly will cook dinner tonight and..... will also wash the dishes.</p> <p>3. Sarah and Cindy will meet..... parents at the bus stop after the shopping trip.</p> <p>4. That bracelet is not yours, but .....</p> <p>5. The dog seems lost but..... knows how to get home</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>Guide learners to give examples of sentences demonstrating their knowledge of conjunctions.</p> <p>e.g.</p> <p>i. Ted stayed home from school <u>because</u> he was sick.</p> <p>ii. She was going out to play <u>but</u> it rained.</p> <p>Guide learners in groups to join sentences using coordinating conjunctions on a topic.</p> <p>e. g. A visit to an interesting tourist site.</p> <p>Guide them to edit each other’s work by exchanging with other groups.</p> <p>Let learners talk about the differences in their stories.</p> <p><b>F. <u>EXTENSIVE READING</u></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.</p> <p>Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>1. He went to the toy store..... bought a stuffed animal.</p> <p>2. We went to the movies..... out to dinner.</p> <p>3. I baked cookies.....they burned in the oven</p> <p>4. We flew our kite.....the wind blew.</p> <p>5. I will eat my vegetables.....I can have a cookie for dessert.</p> <p>6. I can go out to play.....I finished all of my homework.</p> <p>7. Will brought a pail and shovel to the beach.....he could build a sandcastle.</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>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 12-13		
<b>Learning Indicator(s)</b>	B4.1.1.3.6 B4.1.1.4.1-2		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can represent square numbers using factors</li> <li>❖ Learners can describe real life situations using positive and negative values</li> </ul>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting, Representation And Cardinality		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Learners draw a square whose side is 1 unit by 1 unit and determine the area; repeat the activity for a 2 unit, 3 unit and 4 unit squares.	Give learners task to complete while you go round the class to support those who might need extra help.
Tuesday	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 work in groups to continue the pattern to include the factors of 144.  Guide learners to investigate with square numbers. When a number has been multiplied by itself we say the answer is a square number hence $1 \times 1 = 1$ ; $2 \times 2 = 4$ ; $3 \times 3 = 9$ and we can write three squared as $3 \times 3 = 32$	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	Engage learners to cut out some 2D shapes at your start signal.  Have learners to paste the cut outs on the classroom wall	Brainstorm learners on happenings which may be represented with positive and negative numbers  (e.g. having savings with a bank and owing a bank; profit and loss etc.) Movement on the number line to the right and left of zero.  Engage learners in activities to identify positive and negative values.	Give learners task to complete while you go round the class to support those who might need extra help.
Thursday	Give learners brain teasers to solve. 1. A teacher is preparing for a field trip. She assigns 81 students to 3 different buses. How many students are on each bus?	Brainstorm learners on happenings which may be represented with positive and negative numbers  (e.g. having savings with a bank and owing a bank; profit and loss etc.)	Give learners task to complete while you go round the class to support those who might need extra help.

	<p>2. Ms. Alvarez's class has 33 students. She wants to have 3 equal groups for the activity. How many students are in each group?</p>	<p>Movement on the number line to the right and left of zero.</p> <p>Engage learners in activities to identify positive and negative values.</p>	
Friday	<p>Have learners to create patterns of two objects to making meaning.</p>	<p>Learners count from a given interval of positive and negative numbers on the number line. For example, count from 10 backward through zero to negative -8.</p> <p>Continue with the activity until all learners are familiar with negative and positive values.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>


<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 12		
<b>Learning Indicator(s)</b>	B4.4.3.1.1		
<b>Performance Indicator</b>	Learners can demonstrate understanding of elastic and compressional forces and their everyday applications		
<b>Strand</b>	Forces And Energy		
<b>Sub strand</b>	Forces And Movements		
<b>Teaching/ Learning Resources</b>	Balls, tables, chairs, plants, balloons, bottle, bottle opener		
<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>
	<p>Have learners to write answers for the following questions on sheet of papers.</p> <p>What is force? How is force described? What forces do you observe in everyday life?</p>	<p>Revise with learners to explain force and demonstrate how it causes movement</p> <p>Learners engage in simple demonstrations on how forces cause movement.</p> <p>(1) Rubbing pens in the hair and using it to pick pieces of paper. (2) Using a magnet to attract iron nails or pins. (3) Throwing stones into water in a bucket will cause the water to shake. (4) Push a toy car down on the floor.</p>	
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners bring catapults, rubber bands, springs and bicycle pumps to class.</p> <p>Guide learners to demonstrate different effects of forces, E.g. by kicking a ball in different directions, pushing a table, and crumpling a piece of paper or stopping a moving toy.</p> <p>Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class.</p> <p>Learners to discuss how elastic and compressional forces are applied in everyday life</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>Ask learners to tell you 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>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 15		
<b>Learning Indicator(s)</b>	B4.4.1.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate how to show good manners in the home, school and community		
<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>
	<p>Read a short story to learners. Ask learners to answer a few questions on the story.</p> <p>Call two learners at random to summarize the story.</p>	<p>Revise with Learners on the importance of observing good manners or etiquette in the home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respect for the elderly, obedience to authority, respect the Constitution of Ghana.</p> <p>Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and 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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play the alphabet game.</p> <p>Have learners to find words for each alphabets on the topic.</p>	<p>Have learners to talk about the importance of good manners:</p> <ol style="list-style-type: none"> <li>I. <i>It ensures law and order in society.</i></li> <li>II. <i>It helps everyone develop good moral life.</i></li> <li>III. <i>It encourages hardworking.</i></li> <li>IV. <i>It encourages people to be patriotic etc.</i></li> </ol> <p>Learners think-pair-share to write essays on good deeds.</p> <p>Why should I be courteous?</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>Ask learners to tell you 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>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>	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 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>Ask learners to finds as many words from the puzzle below</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>O</td><td>R</td><td>T</td><td>E</td><td>M</td></tr> <tr><td>C</td><td>Z</td><td>X</td><td>L</td><td>A</td></tr> <tr><td>S</td><td>H</td><td>I</td><td>P</td><td>N</td></tr> <tr><td>S</td><td>N</td><td>I</td><td>O</td><td>C</td></tr> <tr><td>E</td><td>L</td><td>D</td><td>E</td><td>R</td></tr> <tr><td>J</td><td>K</td><td>R</td><td>P</td><td>F</td></tr> <tr><td>A</td><td>Q</td><td>R</td><td>Y</td><td>U</td></tr> </table>	O	R	T	E	M	C	Z	X	L	A	S	H	I	P	N	S	N	I	O	C	E	L	D	E	R	J	K	R	P	F	A	Q	R	Y	U	<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.</p> <p>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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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C	Z	X	L	A																																		
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A	Q	R	Y	U																																		

<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.I.I.I.		
<b>Performance Indicator</b>	Examine the Bond of 1844		
<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>Learners to identify the chiefs who signed the bond of 1844.</p> <p>The bond of 1844 was signed between commander Hill and 8 fante chiefs. The chiefs who took part in the agreement are;</p> <p>Kwadwo Tsibu - King of Denkyira.</p> <p>Kwasi Oto - Chief of Abrah.</p> <p>Tsibu Kuma - Chief of Assin.</p> <p>Gyebi - Second Chief of Assin.</p> <p>Kwasi Ankra - Chief of Donadie.</p> <p>Ewusi - Chief of Domonassie.</p> <p>Amonoo - Chief of Anumabo.</p> <p>Joe Aggrey - Chief of Cape Coast.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</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>With the use of the internet or pictures show the Palaver Hall where the Bond was signed.</p> <p>The bond of 1844 was signed at fomena-Adansi.</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>Ask learners to tell you 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>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B4. 2.1.1.3.		
<b>Performance Indicator</b>	Study the performing artworks created of some Ghanaian performing artists that reflect the natural and manmade environments of some communities in Ghana		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<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>
	Learners sing songs and recite rhymes about work.  Learners mention some performing artworks produced in Ghana.	Have learners to study and explore the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists  <b>VINOKO AKPALU</b> He was born in 1888 at Tsiamé near Anyarko in the volta region of Ghana. By the age of twenty five, Akpalu was a composer and often taught children songs at the beach. In addition to songs compositions, he also did artworks in poetry. Akpalu was the greatest Ewe poet and lyricist who ever lived.  Assessment: Let learners listen to and read a few of Vinoko Akpalu's artworks	Learners talk about what was interesting and made meaning to them in the lesson.  Learners retell the history of Vinoko Akpalu in groups
	Learners sing songs and recite rhymes about work.  Learners mention some performing artworks produced in Ghana.	Discuss with learners some of his influences he had on culture and environment with his performances  Let learners listen to any of the songs of Akpalu and write their own music about things happening in their community.	Ask learners to write short answers for the following questions. 1. who was Vinoko Akpalu?  2. what type of performing arts did he engage in?  3. why was Akpalu different among the people at his time?

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>GHANAIAI LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 10
<b>Learning Indicator(s)</b>	B4.1.11.1.1-2
<b>Performance Indicator</b>	Say the time by hour, half hour and minutes Say the names of the week and months in sequence.
<b>Strand</b>	Oral Reading
<b>Sub strand</b>	Presentation
<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	


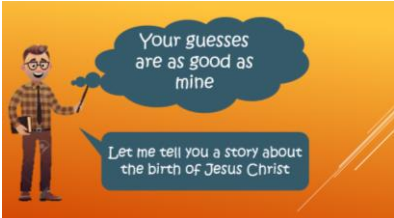

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written.</p> <p>Learners sing songs and recite few rhymes to get them ready for the lesson</p>	<p>Revise the lesson on telling the time with learners.</p> <p>Show a wall clock to learners. Discuss the various parts of the clock with learners (i.e. numbers, hour hand, minute hand and the second hand).</p> <p>Use the clock to teach the time by hour. Place the hour and minutes hand properly on the numbers and call learners to tell the time by hour.</p> <p>Use the clock to tell the time by hour, half an hour and in minutes. Let learners tell time by hour, half hour, and minutes.</p> <p>Lead learners to know when to write the time with “am” and “pm”(am for morning and pm for afternoon till eleven in the night). E.g. The time is 6 o'clock. The time is 7:30am. The time is 7:12pm.</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 spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words.</p> <p>Learners to exchange the work among themselves and mark. Provide feedback where necessary.</p>	<p>Let learners say the letters of the alphabet.</p> <p>Create a game with the names of the days in a week.</p> <p>Play the game with learners in the classroom. Let learners mention the names of the week in sequence and use the names of the days of the week to form simple sentences.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Write the names of the days of the week on the board and lead learners to mention them.</p> <p>Let learners say the names of the days of the week in turns. E.g. Sunday, Monday, Tuesday etc.</p>	
	<p>Engage learners to spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words.</p> <p>Learners to exchange the work among themselves and mark. Provide feedback where necessary.</p>	<p>Create a game with the names of the months of the year.</p> <p>Play the game with learners in the classroom.</p> <p>Help learners to mention the names of the months in sequence.</p> <p>Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</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>	B4.1.11.1.13:		
<b>Performance Indicator</b>	Learners can keep a foot-dribbled ball away from a defensive partner.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies: Personal development and leadership, cooperation skills</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>
	<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>In pairs, foot-dribble a ball away from partner.</p> <p>Alternate the foot used in the dribble.</p> <p>Learners keep balls away from partner by placing their body in between ball and partner.</p> <p>Organize a mini football game for learners to exhibit the skill learnt.</p>	<p>End the lesson with a cool down session.</p> <p>Give learners task to complete some multiple choice questions on the lesson.</p>

<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

**Core Competencies:** Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>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>