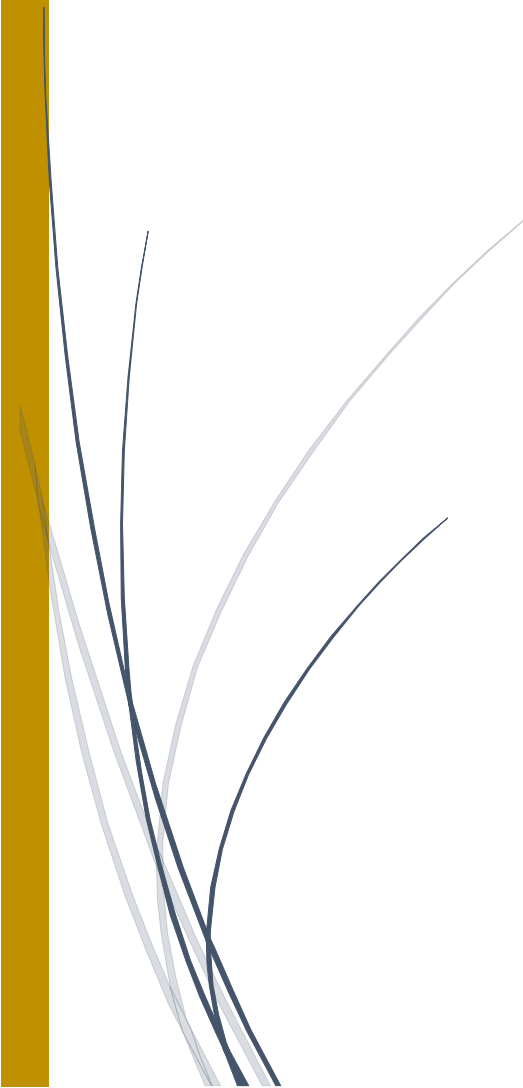


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 5**  
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, creating a sense of movement and design.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 5

### BASIC FOUR

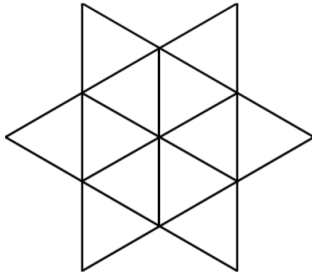
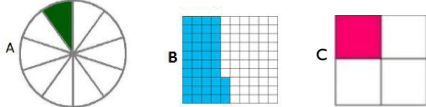
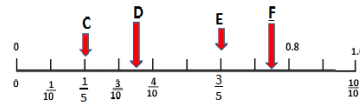
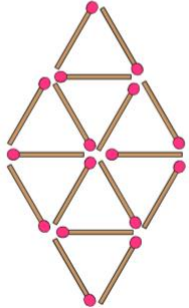
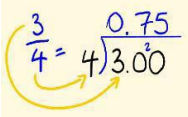
Name of School.....

<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>	B4.1.7.1.5. B4.2.7.2.1. B4.3.5.1.5. B4.4.13.2.3. B4.5.9.1.1. B4.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can identify the main idea/gist and details of texts</p> <p>B. Learners can respond to a text with reasons</p> <p>C. Learners can use the simple past form of verbs</p> <p>D. Learners can establish and maintain a formal style</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 some familiar rhymes they know</p> <p><u>ONE POTATO. TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p><b>A. ORAL LANGUAGE</b> (Listening Comprehension)</p> <p>Have learners read short stories, newspaper cuttings.</p> <p>Guide them with examples to give the gist and details of the texts.</p> <p>Guide learners to identify the various text contents as they retell and discuss texts read.</p> <p>Assist learners to identify themes from the various texts read or discussed. e. g. love, greed, honesty, hard work, etc.</p> <p>Have them share facts from the story with their peers.</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>Ask children to choose any 4 letters and write them in their books/on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p>	<p><b>B. READING</b> (Comprehension)</p> <p>Identify and present points of view in a text.</p> <p>Guide learners with questions to discuss the text and answer a variety of questions.</p> <p>They should state reasons for their points/ point of view.</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>

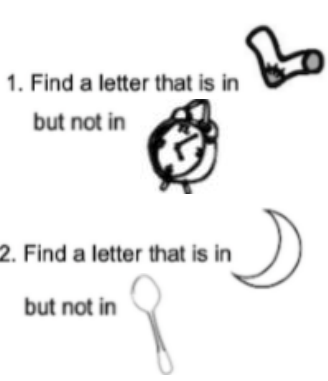
<p>Wednesday</p>	<p>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p><b>C. GRAMMAR</b> (Verbs)</p> <p>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 in the “What word am I writing game”</p> <p>Put learners into groups of two. The teacher writes a word in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p><b>D. WRITING</b> (Persuasive Writing)</p> <p>Using models, discuss the basic structure of an argumentative piece:</p> <ul style="list-style-type: none"> <li>– Introduction;</li> <li>– Reasons for the stand taken;</li> <li>– Conclusion.</li> </ul> <p>Have groups present full compositions using this structure for 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>Learners stand in a big circle. Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the first letter of their name. for example: Precious Princess, Tiny Timothy etc.</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"</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Simple and Complex Sentences)</p> <p>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.</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>

	when they finish. This prompts the next student to pick up where the previous one left off.	Ask each learner to write a-two-paragraph summary of the book read.	
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 28-29
<b>Learning Indicator(s)</b>	B4.1.5.1.1-2
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>❖ Learners can model or recognize percent using concrete models</li> <li>❖ Learners can compare and order a mixture of common, decimal and percent fractions (up to hundredths)</li> </ul>
<b>Strand</b>	Number
<b>Sub strand</b>	Percentages
<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	<p><b>How many triangles can you see in this picture?</b></p> 	<p>Use several pictorial representations or number line to introduce tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, &amp; C).</p>   <p>Use long division method to convert and write fractions as decimals in the number chart.</p> $\begin{array}{r} 15.125 \\ 8 \overline{) 121.000} \\ \underline{-8} \phantom{00} \\ 41 \phantom{00} \\ \underline{-40} \phantom{00} \\ 10 \phantom{00} \\ \underline{-8} \phantom{00} \\ 20 \phantom{00} \\ \underline{-16} \phantom{00} \\ 40 \phantom{00} \\ \underline{-40} \phantom{00} \\ 0 \end{array}$ $\begin{array}{r} 25.2 \\ 5 \overline{) 126.0} \\ \underline{-10} \phantom{0} \\ 26 \phantom{0} \\ \underline{-25} \phantom{0} \\ 10 \phantom{0} \\ \underline{-10} \phantom{0} \\ 0 \end{array}$	<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>
Tuesday	<p><b>Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.</b></p> 	<p>Give pupils several common fractions (including improper fractions) to convert into hundredths and write their decimal names or use long division;</p> <p>e.g. <math>\frac{3}{4} = \frac{75}{100} = 75\%</math></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>

<p>Wednesday</p>	<p><b>Start at the bottom left square and move up, down, left or right until you reach the finish.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4</td><td>9</td><td>7</td><td>7</td><td>4</td></tr> <tr><td>8</td><td>9</td><td>4</td><td>5</td><td>7</td></tr> <tr><td>6</td><td>6</td><td>4</td><td>9</td><td>9</td></tr> <tr><td>7</td><td>8</td><td>8</td><td>8</td><td>6</td></tr> <tr><td>Start</td><td>5</td><td>5</td><td>6</td><td>5</td><td>5</td></tr> </table> <p style="text-align: right;">Finish</p> <p><b>Add the numbers as you go. Can you make exactly 53 ?</b></p>	4	9	7	7	4	8	9	4	5	7	6	6	4	9	9	7	8	8	8	6	Start	5	5	6	5	5	<p>Guide learners to compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order <math>\frac{4}{5}</math>, 0.78 and 85%</p> <p>(i) we can express all as decimals  <math>\rightarrow \frac{4}{5} = \frac{80}{100}</math>; <math>0.78 = \frac{78}{100}</math> and <math>85\% = \frac{85}{100}</math>, hence the order from least to the largest is <math>0.78</math>, <math>\frac{4}{5}</math> and <math>85\%</math>;</p> <p>(ii) we can also express all as percentages <math>\rightarrow \frac{4}{5} = \frac{80}{100} = 80\%</math>, <math>0.78 = \frac{78}{100} = 78\%</math>, and <math>85\% = \frac{85}{100} = 85\%</math>, hence the order from least to the largest is <math>0.78</math>, <math>\frac{4}{5}</math> and <math>85\%</math>.</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>
4	9	7	7	4																									
8	9	4	5	7																									
6	6	4	9	9																									
7	8	8	8	6																									
Start	5	5	6	5	5																								
<p>Thursday</p>	<p><b>Which number should go in the empty triangle?</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>	<p>Guide learners to compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order <math>\frac{4}{5}</math>, 0.78 and 85%</p> <p>(i) we can express all as decimals  <math>\rightarrow \frac{4}{5} = \frac{80}{100}</math>; <math>0.78 = \frac{78}{100}</math> and <math>85\% = \frac{85}{100}</math>, hence the order from least to the largest is <math>0.78</math>, <math>\frac{4}{5}</math> and <math>85\%</math>;</p> <p>(ii) we can also express all as percentages <math>\rightarrow \frac{4}{5} = \frac{80}{100} = 80\%</math>, <math>0.78 = \frac{78}{100} = 78\%</math>, and <math>85\% = \frac{85}{100} = 85\%</math>, hence the order from least to the largest is <math>0.78</math>, <math>\frac{4}{5}</math> and <math>85\%</math>.</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>																										
<p>Friday</p>	<p><b>There is something strange about this addition square. Can you work out what the missing number is?</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>+</td><td>3</td><td>8</td><td>11</td></tr> <tr><td>3</td><td>6</td><td>11</td><td>2</td></tr> <tr><td>8</td><td>11</td><td>4</td><td>7</td></tr> <tr><td>11</td><td>2</td><td>7</td><td></td></tr> </table>	+	3	8	11	3	6	11	2	8	11	4	7	11	2	7		<p>Guide learners to compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them.</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>										
+	3	8	11																										
3	6	11	2																										
8	11	4	7																										
11	2	7																											

<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. 5.1.1.2		
<b>Performance Indicator</b>	Describe ways of sustaining the environment through waste management		
<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>
	<p>Have learners solve the brain teasers.</p> <p>It likes food, but water kills it. What is it?</p> <p>What's full of holes but can still hold water?</p>	<p>Learners watch pictures and videos on how to sustain the environment, including separating waste.</p> <p>Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>
	<p>Have learners solve the puzzle below</p> <p>1. Find a letter that is in but not in</p>  <p>2. Find a letter that is in but not in</p>	<p>Write learners' ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated.</p> <p>Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.</p> <p>Have learners Design Litterbins to hold different forms of waste. Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste.</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>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 17
<b>Learning Indicator(s)</b>	B4.4.1.3.1.
<b>Performance Indicator</b>	Become committed to duties and responsibilities
<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 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>Have learners solve the puzzel below</p> <p>4. Find the letter that is in  but not in </p> <p>5. Find a letter that is in  but not in </p>	<p>Guide learners to explain commitment.</p> <p>A promise, agreement, or understanding you make to/with someone or something.</p> <p>Learners mention the ways by which they are expected to show commitment.</p> <p>For example: Show commitment to God such as praying every day and reading scriptures, helping others showing charity</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p> <p>Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders. The group who summarizes well wins</p>	<p>Show commitment to the family duties such as keeping room clean and taking care of pets.</p> <p>Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school every day.</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>RELIGIOUS &amp; MORAL EDUCATION</b>
<b>Reference</b>	RME curriculum Page
<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>	Learners can describe how the different territories areas 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>There are three light switches outside of a room—labeled number one, number two, and number three. The door to the room is closed and you can't see in. All three switches are off.</p> <p>You need to figure out which switch belongs to which bulb. You can use the switches however you want to, but can only enter the room once. How do you do it?</p>	<p>Learners to identify the african countries that were colonized and their colonial masters.</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Colonies</th> </tr> </thead> <tbody> <tr> <td>British</td> <td>Gold coast, Nigeria South Africa, Egypt Gambia, Kenya, Uganda</td> </tr> <tr> <td>France</td> <td>Algeria, Gabon, Congo, Ivory coast, Guinea, Senegal</td> </tr> <tr> <td>Germany</td> <td>Cameroun, Togo</td> </tr> <tr> <td>Italy</td> <td>Libya, Ethiopia, Somali, Eritrea</td> </tr> <tr> <td>Portugal</td> <td>Angola, Cape Verde, Guinea, Mozambique, Madeira</td> </tr> </tbody> </table>	Country	Colonies	British	Gold coast, Nigeria South Africa, Egypt Gambia, Kenya, Uganda	France	Algeria, Gabon, Congo, Ivory coast, Guinea, Senegal	Germany	Cameroun, Togo	Italy	Libya, Ethiopia, Somali, Eritrea	Portugal	Angola, Cape Verde, Guinea, Mozambique, Madeira	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
Country	Colonies														
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Portugal	Angola, Cape Verde, Guinea, Mozambique, Madeira														
	<p>A farmer is traveling with a fox, a goose, and a bag of beans. During his journey, he comes across a river with a boat to cross it. The farmer can only t one thing in the boat with him at a time. If left alone together, the fox will eat the goose or the goose will eat the beans.</p> <p>How does the farmer get everything across the river safely?</p>	<p>Have learners describe the role of George Ekem Ferguson during the British colony.</p> <p><i>George Ferguson born on 14 July 1864 also known as Ekow Atta was a fante civil servant, surveyor and cartographer who worked in the british colony of gold coast. He was invaluable to the colonial authorities in the arbitration of tribal disputes, since he could speak fanti and Ga, allowing him to communicate with the vast majority of the southern inhabitants of the colony. He also produced a map of the colony and conducted a survey of the supply of water in Accra during his official duties.</i></p> <p>Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>												

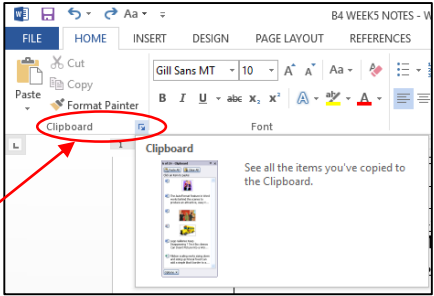
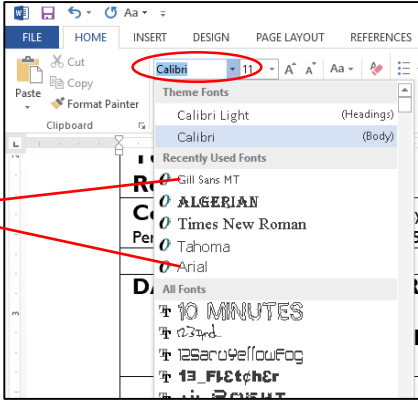
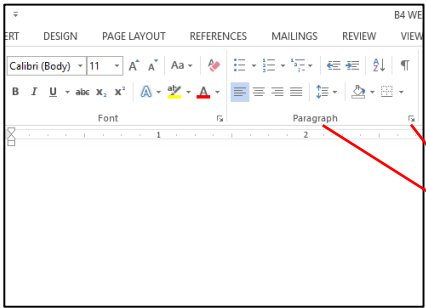
<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B4 I.3.4.3 B4 I.3.5.3		
<b>Performance Indicator</b>	Learners can display own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<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>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> <li>- fixing a date</li> <li>- selecting a venue</li> <li>- inviting an audience</li> </ul> <p>Brainstorm to agree on a theme for the exhibition (e.g. Our Environment);</p> <p>Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 23		
<b>Learning Indicator(s)</b>	B4.4.6.1.1-3		
<b>Performance Indicator</b>	Learners can write about personal experiences of the day and edit your writing		
<b>Strand</b>	Writing		
<b>Sub strand</b>	Informative & Academic Writing		
<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>
	Engage learners to play the crossword game  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	Narrate an experience you have had in life to learners.  Let learners also narrate an experience they have had in life before.  Let learners narrate an experience they have had in the day.  Help learners to write personal experience of the day.	Learners to tell what was interesting about the lesson.  Engage learners to play the phonic games.
	Have learners play "Pick and Read" game.  Have learners pick word cards, blend the sounds and read one syllable words. Then the two write the word on the board.	Let learners mention some things in the classroom.  Let learners cut out pictures from magazines.  Let them create a picture book.  With their own picture book, help learners to write picture events.	Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board.
	Put learners into groups  Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.  Invite one person from each group to write their answers on the board	Give learners a topic.  Let learners write their own passage on the topic.  Let learners do peer editing of their own writings.	Learners to tell what was interesting about the lesson.  Have learners to read and spell the key words written on the board.

<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>	B4.1.13.1.16:		
<b>Performance Indicator</b>	Learners can roll smoothly in a backward direction (back roll).		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies Through practice, learners develop skills like creativity, innovation, flexibility, endurance, etc</b>			
<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>
	Learners jog within demarcated area with their hands stretched sideways to warm their body up.  Show pictures or videos of the skill to be learnt.	Learners demonstrate how to roll backwards.  Learners in pair by supporting each other to bend backwards smoothly.  Learners must be guided to avoid injuries.  Those who can roll backwards on their own, should be granted the opportunity to demonstrate to their peers.	Organize a mini game competition to exhibit the skill learnt.  End lesson with a cool down.  Have learners to reflect on what they have learnt

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page 9
<b>Learning Indicator(s)</b>	B4.3.1.1.1.
<b>Performance Indicator</b>	Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing.
<b>Strand</b>	Word Processing
<b>Sub strand</b>	Introduction To Word Processing
<b>Teaching/ Learning Resources</b>	Images of clipboard, styles, fonts, paragraph and editing in the Home Tab of MS – Word

**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>Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach.</p> <p>Divide the class into four teams. The teacher presents the leaders from each group a concept.</p> <p>The leader then draw the concepts on the board, whilst his/her term guess what the object is.</p> <p>The team who guess correctly first wins.</p>	<p>Guide learners to use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.</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>