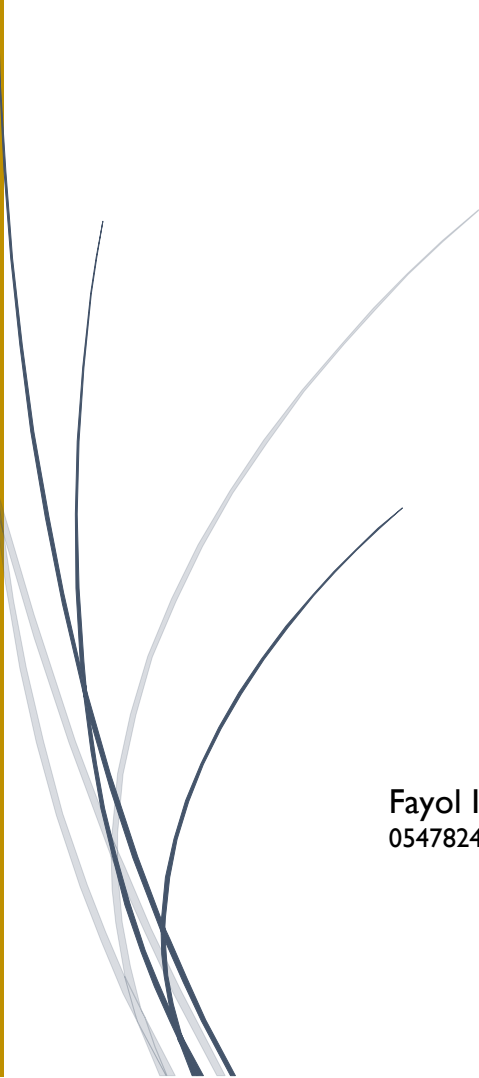




SAMPLE LESSON NOTES-WEEK 3
BASIC FIVE





Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 3

BASIC FIVE

Name of School.....

Week Ending																		
Class	Five																	
Subject	ENGLISH LANGUAGE																	
Reference	English Language curriculum Page																	
Learning Indicator(s)	B5.1.6.3.2. B5.2.6.4.2. B5.3.5.1.7. B5.4.13.2.4. B5.5.8.1.1. B5.6.1.1.1																	
Performance Indicator	<p>A. Learners can demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation</p> <p>B. Learners can recognize the playful use of words in spoken and written language</p> <p>C. Learners can use the imperative forms of verbs to give instructions and directions</p> <p>D. Learners can provide a concluding statement that follows from the arguments presented</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 at least a-three-paragraph summary of each book read</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>Engage learners to help the farmer in his daily works.</p> <p>Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Type of vegetable</th> <th>Tally marks</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td> Cabbage</td> <td></td> <td></td> </tr> <tr> <td> Tomato</td> <td></td> <td></td> </tr> <tr> <td> Bell pepper</td> <td></td> <td></td> </tr> <tr> <td> Onion</td> <td></td> <td></td> </tr> </tbody> </table>	Type of vegetable	Tally marks	Number	Cabbage			Tomato			Bell pepper			Onion			<p style="text-align: center;">A. ORAL LANGUAGE (Conversation)</p> <p>Through discussion, guide learners to identify some events that happened in the day or recently.</p> <p>Invite some individual learners to discuss with the class some experiences. e.g. The learner was late and had to help somebody on the way to school.</p> <p>Have a pair of learners converse on a given topic (e.g. a football match) as others watch.</p> <p>Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</p> <p>Encourage learners to take turns in the activity. e.g. What did you just say? Say that again. Can you repeat what you said, sorry, excuse me.</p> <p>Learners demonstrate the use of this in pairs in front of the class.</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>
Type of vegetable	Tally marks	Number																
Cabbage																		
Tomato																		
Bell pepper																		
Onion																		
Tuesday	Put learners into groups. Have learners role-play one of their best adverts on TV.	<p style="text-align: center;">B. READING (Vocabulary)</p> <p>Demonstrate the playful use of words (jokes, riddles etc.)</p>	Give learners task to complete while you go round the class to support															

	<p>Sit down and have fun. The group with the best shows wins.</p>	<p>e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I?</p> <p>Have learners use appropriate language in jokes, riddles etc.</p> <p>Make them understand that these are ways in which language could also be used.</p>	<p>those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Ask learners to find as many words they can from the crossword puzzel below.</p> <p>B T Z R A N G R Y G O K L T H R Q N M L E X C I T E D A T A H S U R P R I S E D D B C E R A F H K G S V A D O N E Y O J A C L A U H A P P Y D X M B D K L Z S W</p> <p>Have learners read their word list to the whole class.</p>	<p>C. GRAMMAR (Verbs.)</p> <p>An imperative form of verb is one that tells someone to do something, so that the sentence it is in becomes an order or command. E.g. <u>finish</u> your work. Guide learners to give examples of sentences demonstrating their knowledge of imperative form of verb. e.g. <u>Break</u> the glass, and you will <u>pay</u> for it. Imperative form of verbs doesn't give room for further questions.</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>
Thursday	<p>Play games and sing songs to begin the lesson.</p>	<p>D. WRITING (Argumentative)</p> <p>Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept their opinion or point of view.</p> <p>Teach the features of a debate.</p> <p>Guide learners to select a controversial or debatable topic.</p> <p>Divide the class into two to prepare using the writing process as a guide, and debate on the topic.</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>
Friday	<p>Paste a conjunction chart on the board for learners to read the words and sentences on it.</p>  <p>Have learners guess what they are going to learn.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Conjunctions. page 158)</p> <p>Conjunction is word that joins words or sentences.</p> <p>Provide simple sentences and let learners join them using <i>and, or/nor, but</i>.</p> <p>Guide learners to discover the functions of these conjunctions.</p> <p>Have them practice using these conjunctions in their own sentences.</p> <p>Let learners form sentences and join them with the conjunctions identified.</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>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>F.EXTENSIVE READING Have learners read independently books of their choice during the library period. Assessment: Ask learners to write a-three-paragraph summary of the book read.</p>	<p>Invite individuals to present their work to the class for feedback. Have learners to draw parts of the story</p>
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Week Ending			
Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 71	
Learning Indicator(s)		B5.1.2.5.1. B5.1.2.6.1	
Performance Indicator		<ul style="list-style-type: none"> ❖Learners can solve multi step word problems involving the four basic operations ❖Learners can solve simple addition and subtraction problems involving integers 	
Strand		Number	
Sub strand		Number Operations	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square, patterns	
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	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt 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.
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 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.
Wednesday	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?	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.
Thursday	Engage learners to cut out some 2D shapes at your start signal. Have learners to paste the cut outs on the classroom wall	Use number line to help learners to do the following types (addition) (1) $9 + -4 =$ _____ (2) $-8 + 4 =$ _____ (3) $3 + -5 =$ _____ (4) $1 + -3 =$ _____ _____ (5) $-6 + 5 =$ _____ (6) $6 + -2 =$ _____ (7) $-6 + 8 =$ _____ _____ (8) $-2 + 9 =$ _____ Use number line to help learners to do the following types (subtraction) (9) $-5 - 1 =$	Give learners task to complete while you go round the class to support those who might need extra help.


		$\frac{\quad}{\quad} (10) -2 - 1 = \frac{\quad}{\quad} (11)$ $8 - 7 = \frac{\quad}{\quad} (12) 2 - 6 =$ $\frac{\quad}{\quad} (13) -1 - 7 = \frac{\quad}{\quad}$ $(14) -5 - 7 = \frac{\quad}{\quad} (15) -8 - 8 =$ $\frac{\quad}{\quad} (16) 4 - 6 = \frac{\quad}{\quad}$	
Friday	<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>Solve word problems; e.g. (i) Some number added to 5 is equal to -11. Find the number.</p> <p>(ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben. What is Cam's position relative to the surface of the water?</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>


Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.5.1.2.1		
Performance Indicator	Learners can know how to keep washrooms clean		
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)
	Put learners in groups. Each group is supposed to present one candidate to do the revision. Invite learners to revise the previous lesson with the whole class. The class is encouraged to pose questions for clarity.	Learners watch pictures and videos on how to keep washrooms clean. Engage them in a discussion on how to keep the lavatory clean. Emphasize such key points as: flushing immediately after use, urinating directly in the toilet bowl, keeping used tissues in waste containers rather than throwing them on the floor, regularly removing used tissues and burning them.	Have learners to say three interesting facts about the lesson. Invite learners in turns to summarise the important points of the lesson. Give learners task to complete at home.
	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Learners investigate the risks associated with the use of dirty washrooms. Evaluate learners by asking them to design a poster to be pasted in their school's washroom.	give learners task to complete whiles you go round to supervise. Give remedial and support where necessary.

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 37		
Learning Indicator(s)	B5.4.1.3. 1.		
Performance Indicator	Learners can demonstrate how diversity can promote national development		
Strand	Our Nation Ghana		
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 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Put learners in groups. Each group is supposed to present one candidate to do the revision. Invite learners to revise the previous lesson with the whole class. The class is encouraged to pose questions for clarity.	Guide learners to explain what ethnic diversity is. Ethnic diversity is the presence of different ethnic backgrounds or identities. In other words a person can belong to different ethnic groups. This is possible through marriage. Learners describe how ethnic diversity can promote national development e.g. promotion of tourism, sale of artefacts, inter-ethnic marriage.	Have learners to say three interesting facts about the lesson. Invite learners in turns to summarise the important points of the lesson. Give learners task to complete at home.
	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Revise with learners the advantages of ethnic diversity. Learners role play a scenario depicting cultural diversity e.g. display of various cultural activities at national gatherings	give learners task to complete whiles you go round to supervise. Give remedial and support where necessary.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 43		
Learning Indicator(s)	B5.5.1.1.1:		
Performance Indicator	Learners can recognize parents as sources of discipline and character formation.		
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)
	Using questions and answers, review learners understanding of the previous lesson. Play games and sing songs to begin the lesson.	Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home: - scolding, - reprimanding, - deprivation of gifts and other interests, - prayer and worship at home, - parents act as role models to the children/learners, etc. Guide learners to talk about the benefits they get from their parents because of their obedience to them. In groups, let learners demonstrate how their parents discipline them at home.	Have learners to say three interesting facts about the lesson. Invite learners in turns to summarise the important points of the lesson. Give learners task to complete at home.

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page 35
Learning Indicator(s)	B5.5.1.1.2
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Mensah Sarbah in the Aborigines Rights Protection Society-ARPS- 1897
Strand	Journey to Independence
Sub strand	Early Protest Movement
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>Engage learners in the design challenge game.</p> <p>Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.</p>	<p>Guide learners to talk about and describe the protest movements during the pre colonial era. E.g. Aborigines Right Protection Society.</p> <p>The ARPS was founded by traditional leaders and the education elite such as J.W de Graft Johnson, Jacob Wilson Sey, J.P Brown, J.E Casely Hayford, and John Mensah Sarbah. They fought in Ghana and in the UK to prevent the wholesale expropriation of Ghanaian lands by European entrepreneurs or officials.</p> <p>Let learners talk about what led to the formation of the protest movements.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Let learners summarize the main points of the lesson.</p> <p>Give learners task to complete at home.</p>
	<p>Let learners share their opinions on the debate topic “technology has done more good than harm to education”</p>	<p>Identify the key leaders of the ARPS by pictures.</p> <p>Find out from the internet how the ARPS got the land bill withdrawn</p>  <p>Let learners present a report on the lesson as a poster.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Let learners summarize the main points of the lesson.</p> <p>Give learners task to complete at home.</p>

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5 1.2.2.3 B5 1.2.3.3		
Performance Indicator	Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa		
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)
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot. Demonstrate and guide learners to make a simple clay pot	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Learners to sing songs and play games to get them ready for the lesson 	Allow learners to practice in groups following the steps provided Sort out your materials and tools needed to make the pot. e.g. clay, rollers, scrapers, modeling tools, piercing tool, trimming tool etc. Ensure that learners use the right methods. e.g. pinching, coiling and the slab method. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B5.1.11.1.1-3		
Performance Indicator	Learners can discuss things that make the home unclean and items used in cleaning the home.		
Strand	Oral Language (Listening and Speaking)		
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>Show a video or pictures to learners that exhibits some courtesy behavior.</p> <p>Learners are to talk about and relate to the video or pictures.</p> <p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Display a picture of a rubbish dump and another picture of a neat house.</p> <p>Let learners talk about the pictures in groups.</p> <p>Lead learners to recognize and mention things that make the home unclean.</p> <p>Let learners draw some of the things that make the home unclean. E.g. Rubbish, stagnant water, unclean bowls etc.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Call learners to role play showing courtesy using "Please". "I am sorry." "thank you." "Excuse me."</p> <p>Let Learners talk about the sketch.</p> <p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Display a picture of somebody sweeping.</p> <p>Let learners talk about the picture.</p> <p>Lead a discussion on cleanliness.</p> <p>Allow learners to recognize and mention items used in cleaning the home.</p> <p>Show some items for cleaning to the learners.</p> <p>Let learners demonstrate or improvise the use of these items in a cleaning exercise. E.g. Broom, mop, dusters, etc.</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>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p>	<p>Discuss with learners the consequences of an unclean home.</p> <p>Lead learners to discuss how to make the home clean.</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>

	Engage learners to play games and sing songs to begin the lesson	Help learners to recognize and mention the reasons for cleaning the home. E.g. To make the home healthy for living. To prevent sickness etc.	
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Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.1.12.1.15		
Performance Indicator	Learners can take part in aerobic dance with local or foreign music		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop flexibility, cardiovascular endurance, aerobic capacity, and 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 through general and specific warm ups.</p> <p>Show learners pictures or video depicting people dancing. Let them relate to the pictures or video and encourage to imitate the dancers.</p>	<p>Learners perform rhythmic exercise to develop and refine basic movements skills such as coordination, flexibility, muscular endurance, cardiovascular endurance, etc.</p> <p>Learners perform and progress at their own pace.</p> <p>Learners use feedback to from peers and teacher to improve their fitness skills.</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>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page 24		
Learning Indicator(s)	B5.6.4.1.1-2		
Performance Indicator	Identify and explore how search engines work.		
Strand	Internet And Social Media		
Sub strand	Favorite Places & Search Engines		
Teaching/ Learning Resources	Computer sets, modem and 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>Show learners pictures or short videos on current trends of technology in the world.</p> <p>Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.</p>	<p>Guide learners to discuss search engines and the different types search engines (Google, DuckDuckGo, Yahoo etc.)</p> <p>Guide learners to know how smart search engines work (i.e. how professionals or people seek information for their work or interests and what information they draw from it).</p> <p>Demonstrate how to handle search results.</p> <p>Guide learners to explore how to handle search results from a search engine.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Ask learners to summarize the lesson</p>