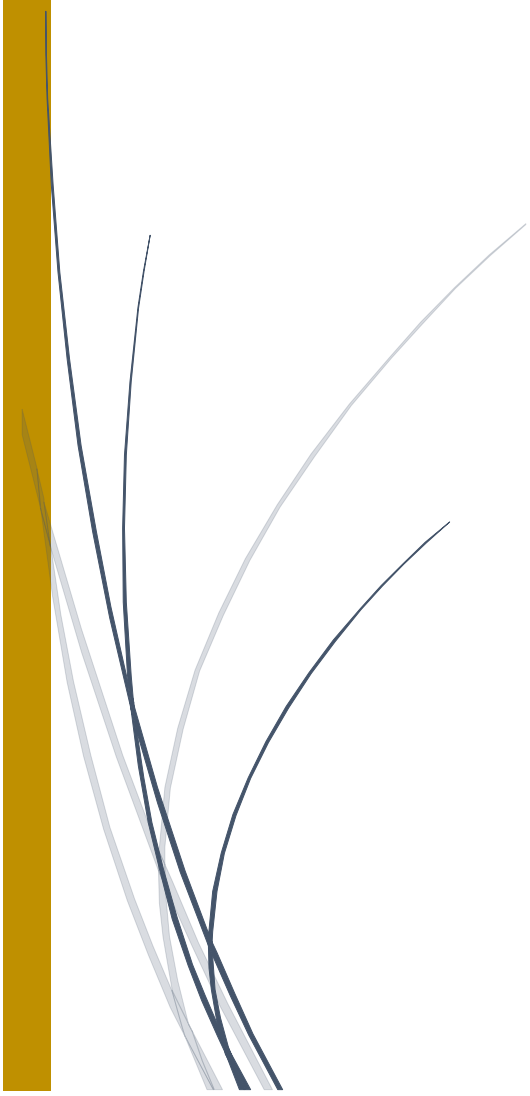
SAMPLE LESSON NOTES-WEEK 5

BASIC FIVE



Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 5

BASIC FIVE

Name of School……..……

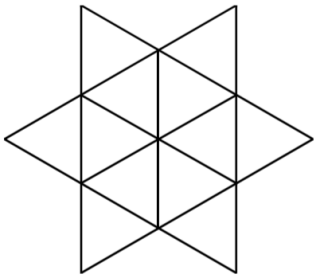
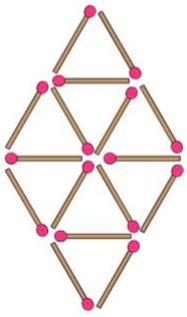
Week Ending	
Class	Five
Subject	**ENGLISH LANGUAGE**
Reference	English Language curriculum Page
Learning Indicator(s)	B5.1.7.1.5. B5.2.7.2.2. B5.3.8.1.1. B5.4.13.1.1. B5.5.9.1.1. B5.6.1.1.1
Performance Indicator	❖ Learners can ask relevant questions to expand comprehension of details of texts ❖ Learners can relate two or more ideas in a text ❖ Learners can identify and use simple conjunctions ❖ Learners can write explanations to support opinions ❖ Learners can identify subjects and predicates in compound sentences ❖ Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read
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	

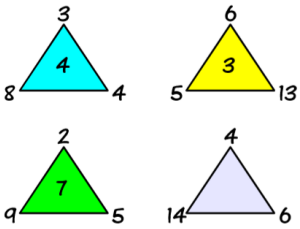
DAYS	**PHASE 1: STARTER** *10 MINS* **(Preparing The Brain For Learning)**	**PHASE 2: MAIN** *40MINS* **(New Learning Including Assessment)**	**PHASE 3: REFLECTION** *10MINS* **(Learner And Teacher)**
Monday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	A.**ORAL LANGUAGE** (*Listening Comprehension*) Through discussion, learners identify some interesting stories or texts they have heard or read. Assist learners to talk about the content of the stories/texts after re-telling the story. Encourage learners to ask relevant questions to expand their comprehension of the details of the text.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Have learners recite familiar rhymes. ONCE I CAUGHT A FISH ALIVE One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	B.**READING** (*Comprehension*) Through relevant questions, have learners make personal connections with a text read. e.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. Have learners relate two or more ideas within the text or from different texts.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Have learners sing songs and recite familiar rhymes	C.**GRAMMAR** (*Conjunctions*)	Have learners underline the conjunctions in the following sentences.

	MINGLE MINGLE •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together)	Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but. The conjunctions **so** and **so that** are used to tell what the purpose of something is. They are called conjunctions of purpose Introduce **so** and **so that** in context. e.g.: *i. Let's write down the address so we don't forget it.* *ii. We left early so that we wouldn't be late.* Guide learners to discover the functions of these conjunctions. Have them practice using these conjunctions in their own sentences. Provide a passage and have learners identify the conjunctions in the passage.	i. *Let's write down the address so we don't forget it.* *ii. We left early so that we wouldn't be late.* *iii. John took a map so that he wouldn't get lost.* *iv. I hid the comics under the bed so that nobody could find them*
Thursday	Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings. The group to read first wins.	D.**WRITING** (*Argumentative Writing*) Present a motion to learners. E.g. A teacher is more important than a doctor. Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion. Put learners into two groups: for the motion and against the motion to write down what they think about it. Groups read out their opinions to the class for discussion	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Have learners sing songs and recite familiar rhymes WE ARE GOING •We are going 2X •We are going to the train station •The train is coming lalalala push push 2x •Chukuchaka 2x push push 2x	E.**WRITING CONVENTIONS & GRAMMAR USAGE** (*Using Simple and Complex Sentences*) Give learners an extract from a comprehension passage. Guide them to identify the simple and compound sentences. Let them identify the subjects and verbs in each compound sentence. Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences. Learners edit to demonstrate their knowledge of subject and predicate.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

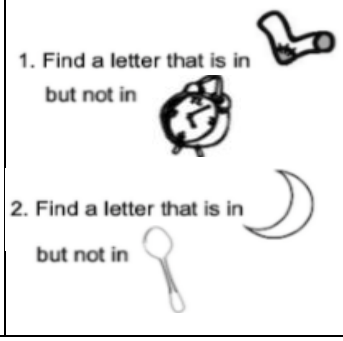
	Engage learners in the "popcorn reading" game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.	F.**EXTENSIVE READING** Have learners read independently books of their choice during the library period. Assessment: Ask learners to write a-three-paragraph summary of the book read.	Invite individuals to present their work to the class for feedback. Have learners to draw parts of the story

Week Ending	
Class	Five
Subject	**MATHEMATICS**
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.1.4.1.4-5
Performance Indicator	Learners can use models to explain the result of addition, subtraction and multiplication of decimals
Strand	Number
Sub strand	Decimal Fractions
Teaching/ Learning Resources	Paper strips, cut out cards
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

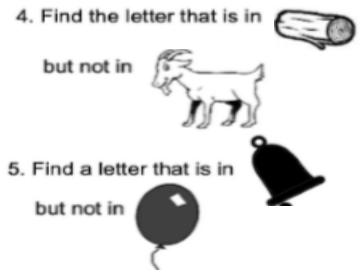
DAYS	**PHASE 1: STARTER** *10 MINS* **(Preparing The Brain For Learning)**	**PHASE 2: MAIN** *40MINS* **(New Learning Including Assessment)**	**PHASE 3: REFLECTION** *10MINS* **(Learner And Teacher)**
Monday	**How many triangles can you see in this picture?** 	Guide learners to use models to explain the result of addition of decimals. **Steps to adding Decimals:** For example; To add 0.645 and 0.39 1. Convert to like decimals: The highest decimal place is 3, so we add zeros in other numbers and get 3 decimal places in them too. 0.645 0.39=0.390 2. Line up and Add the decimals. 0.645 + 0.390 1.035 $\frac{645}{1000} + \frac{39}{100}$ which is $\frac{645+390}{1000} = \frac{1035}{1000} = 1.035$. Assessment: Have learners to practice with several examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	**Remove just 4 matches to leave 4 equilateral triangles they must be all the same size.** 	Guide learners to use models to explain the result of subtraction of decimals. For example: To subtract 0.395 from 0.6 1. Convert to like decimals: The highest decimal place is 3, so we add zeros in other numbers and get 3 decimal places in them too. 0.395 0.6=0.600 2. Line up and Add the decimals. 0.600 - 0.396 0.204	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

		$\frac{600}{1000} - \frac{395}{1000} = \frac{600-395}{1000} = \frac{205}{1000} = 0.205$ Assessment: Have learners to practice with several examples	
Wednesday	**Start at the bottom left square and move up, down, left or right until you reach the finish.** 4 9 7 7 4 ⇨ Finish 8 9 4 5 7 6 6 4 9 9 7 8 8 8 6 Start ⇨ 5 5 6 5 5 **Add the numbers as you go. Can you make exactly 53 ?**	Guide learners to use models to explain the result of multiplication of decimals. Consider the product of 3 x 1.5 This is equivalent to adding the decimal number 1.5 times. That is 1.5 + 1.5 + 1.5 $\frac{15}{10} + \frac{15}{10} + \frac{15}{10} = \frac{45}{10} = 4.5$ Alternatively, multiply the two numbers as two whole numbers. After that, count the number of places equivalent to that of the decimal places and put it in there. 3 x 15 = 45 There is only one decimal place so 45 = 4.5 Assessment: Have learners to practice with several examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Thursday	**Which number should go in the empty triangle?**  	Guide learners to use models to explain the result of multiplication of decimals. Consider the product 3.6 x 1.3. To multiply a two decimal number, multiply the two numbers as two whole numbers. 36 x 13 = 468 After that, count the number of places equivalent to that of the decimal places and put it in there. 468 = 4.68 Assessment: Have learners to practice with several examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Friday	**There is something strange about this addition square. Can you work out what the missing number is?** + 3 8 11 3 6 11 2 8 11 4 7 11 2 7	Guide learners to use models to explain the result of multiplication of decimals. Consider the product 3.6 x 1.3. To multiply a two decimal number, multiply the two numbers as two whole numbers. 36 x 13 = 468 After that, count the number of places equivalent to that of the decimal places and put it in there. 468 = 4.68 Assessment: Have learners to practice with several examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Week Ending	
Class	Five
Subject	**SCIENCE**
Reference	Science curriculum Page 30
Learning Indicator(s)	B5.5.1.2.2
Performance Indicator	Demonstrate how to clean the environment regularly
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)**
	Have learners solve the brain teasers. It likes food, but water kills it. What is it? What's full of holes but can still hold water?	Learners discuss some materials that are used for cleaning the home, the school and the community. Demonstrate to learners the correct way of using the cleaning tools, e.g. brooms, rags, ceiling brush, dustpans and dustbins.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners solve the puzzel below 	Learners are assisted to know the need to keep the environment clean. Engage learners to use local cleaning tools to clean the classroom and the school environment. Project: Learners design posters to create awareness on the need to keep the school, home and Community clean and exhibit their work in the school.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Five
Subject	**OUR WORLD OUR PEOPLE**
Reference	OWOP curriculum Page 31
Learning Indicator(s)	B5.4.2.1.1.
Performance Indicator	Learners can recognize parents as source of discipline and character formation
Strand	Our Nation Ghana
Sub strand	Authority & Power
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)**
	Have learners solve the puzzel below 	Learners talk about rules and regulations they are expected to follow at home Learners discuss why it is important to obey rules and regulations at home Learners identify ways by which they can be responsible: • *be a good child to avoid punishment* • *emulate parents and other family members, etc.*	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.	Learners role play responsible behaviors as parents and children at home. Learners write essays on how to become responsible adults.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Five
Subject	**RELIGIOUS & MORAL EDUCATION**
Reference	RME curriculum Page 43
Learning Indicator(s)	B5. 5.1.1.2:
Performance Indicator	Learners can explain the need to demonstrate responsible behavior at home.
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)**
	Play games and sing songs to begin the lesson. Using questions and answers, review the understanding of learners of the previous lesson	Let learners identify ways by which they can be responsible: - *be a good child to avoid punishment,* *- emulate parents and other family members, etc.* Let learners dramatize responsible behaviors as parents. In groups, let learners write essays on how to become responsible adults. Let learners present their works to the class for appreciation and discussion	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.

Week Ending	
Class	Five
Subject	**HISTORY**
Reference	History curriculum Page 36
Learning Indicator(s)	B5.5.1.1.3
Performance Indicator	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)
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)**
	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. 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?	Guide learners to talk about and describe the protest movements during the pre-colonial era. E.g. National Congress of British West Africa. The National Congress of British West Africa, founded in1917, was one of the earliest nationalist organizations in west Africa, and one of the earliest formal organizations working toward African emancipation Let learners talk about what led to the formation of the protest movements.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	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. How does the farmer get everything across the river safely?	Identify the key leaders of the NCBWA by pictures. The cofounders included Thomas Hutton Mills, J.E Casely Hayford, Edward Francis Small, F.V Nanka Bruce, A.B Quartey Papafio, Henry Van Hien, A. Sawyerr And Kobina Sekyi. Let learners present a report on the lesson as a poster.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending	
Class	Five
Subject	**COMPUTING**
Reference	Computing curriculum Page 25
Learning Indicator(s)	B5.6.6.1.1.-3
Performance Indicator	Learners can demonstrate how to set default search engines and set homepages.
Strand	Internet And Social Media
Sub strand	Customizing Your Browser
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 1: STARTER** *10 MINS* **(Preparing The Brain For Learning)**	**PHASE 2: MAIN** *40MINS* **(New Learning Including Assessment)**	**PHASE 3: REFLECTION** *10MINS* **(Learner And Teacher)**
	Show learners pictures or short videos on current trends of technology in the world. Have learners talk about the trends of technology and how they are going to apply it in their everyday lives.	Guide learners to set default search engines. **Make Google your default search engine** 1. Click the Tools icon at the far right of the **browser** window. 2. Select Internet options. 3. In the General tab, find the **Search** section and click **Settings**. 4. Select Google. 5. Click **Set** as **default** and click Close. Guide learners to set homepages. 1. Open the Microsoft Internet Explorer **browser**. 2. Click Tools. in the upper-right corner. 3. Select Internet Options from the drop-down menu that appears. 4. Under the General tab, type the URL of the web page you want to **set**. 5. Click Apply. 6. Click Ok. Guide learners to make Browser apps, add-ons, plug-ins, and extensions.	Form groups and have learners to summarize the important points of the lesson. Learners can pose questions for clarity if they don't understand