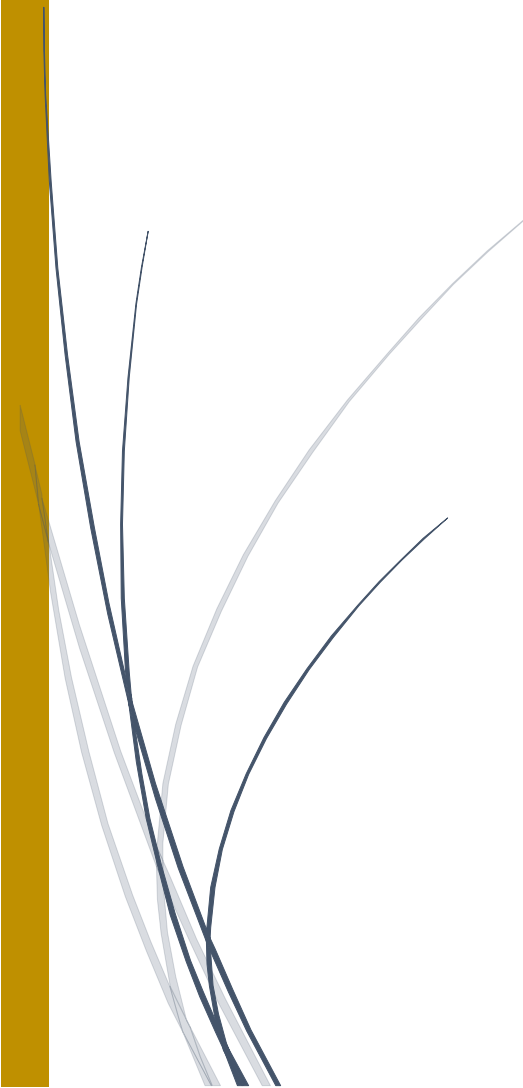


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SAMPLE LESSON NOTES-WEEK 9
BASIC FOUR

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Fayol Inc.
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SCHEME OF LEARNING- WEEK 9

BASIC FOUR

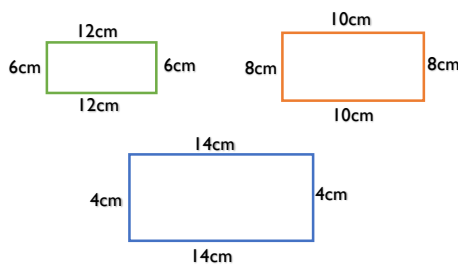
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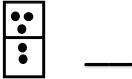
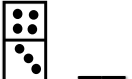
Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.10.2.1. B4.2.8.1.3. B4.3.7.1.1. B4.3.6.1.2. B4.5.9.1.2. B4.6.1.1.1.	
Performance Indicator		<p>A. Learners can speak clearly and fluently, using the appropriate voice qualities (pace, tone etc.)</p> <p>B. Learners can answer questions based on the passage read</p> <p>C. Learners can use idiomatic expressions appropriately in communication</p> <p>D. Learners can use adverbs of time to modify verbs.</p> <p>E. Learners can construct simple sentences correctly.</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>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p><u>Peter Piper</u> Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</p>	<p style="text-align: center;"><u>A. ORAL LANGUAGE</u> (Presentation)</p> <p>Model a speech: choose a familiar topic and make a short speech on it.</p> <p>Guide learners to discuss the speech.</p> <p>Have learners practice in groups to select topics and make short speeches on them. Encourage them to speak clearly and fluently using the appropriate voice qualities.</p> <p>Provide varied texts and guide learners to read them clearly at a good pace and with good expression. The texts can be in the form of poems/rhyme, etc.</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>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p style="text-align: center;"><u>B. READING</u> (silent reading)</p> <p>Precede questions with silent reading of the text.</p> <p>In asking questions, follow the steps below: – Pose the question. – Give learners time to reflect. – Call a learner to answer the question.</p> <p>Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found.</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>

		Ask different types of levels of questions.	
Wednesday	<p>learners sing songs and recite familiar rhymes</p> <p>"Ten In The Bed" There were ten in the bed And the little one said, "Roll over! Roll over!" So they all rolled over and one fell out</p>	<p>C. GRAMMAR <i>(Idiomatic Expressions)</i> Present examples of idiomatic expressions in context.</p> <p>Discuss each with learners to bring out its meaning.</p> <p>Have learners use the expressions they have learnt in sentences guided with further examples.</p> <p>Put learners into groups to determine the meaning of given idiomatic expressions in context.</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>Gather 20 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper. Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>D. WRITING <i>(Informative Writing)</i> Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write activities of the day.</p> <p>Let each group choose an interesting event and write the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Help learners to organize a radio or TV talk show.</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>Engage learners to play the "Tapping Out" Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand. Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Complex Sentences)</i> Learners construct simple sentences.</p> <p>Write some of the sentences on the board to guide the discussions on subjects and verbs.</p> <p>Show a large poster of people doing various activities.</p> <p>Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate.</p> <p>The groups edit and publish the work. Each member keeps a copy.</p> <p>F. EXTENSIVE READING</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</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>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>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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Week Ending	
Class	Four
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 44-45
Learning Indicator(s)	B4.3.3.1.4 B4.3.3.2.1-3
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can construct different rectangles for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. ❖ Learners can recognize that area is measured in square units.
Strand	Geometry And Measurement
Sub strand	Measurement- (Perimeter and Area)
Teaching/ Learning Resources	Ruler, rope, meter rule
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	<p>Engage learners to complete the pattern. Which shape comes next? Draw it</p> <p>□ ○ □ ○ _</p>	<p>Guide learners to construct different rectangles for a given perimeter</p> <p>Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Possible combinations may include;</p>  <p>Assessment: Let learners practice with more examples</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>
Tuesday	<p>Have learners to match the shapes.</p> <p>○ △ □ ○ △ □</p>	<p>Pupils to explore the area of their exercise books. i.e. ask pupils to cut 1cm by 1cm square sheets and tack them on the back of their exercise books until it is covered entirely. Then, count the number of the sheets to obtain the area</p> <p>Pupils to explore the area of graph sheet. Ask pupils to calculate the area of one of the squares on the graph sheet. Then, count the number of squares on the graph sheet to obtain the area of the entire sheet</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>
Wednesday	<p>Engage learners to draw the circles and shade any three.</p> <p>○ ○ ○ ○ ○ ○ ○</p>	<p>Using floor tiles, ask pupils to measure the area of one of the tiles, then multiply it by the number of tiles to obtain the area of the entire room.</p> <p>Help pupils to come out with the understanding that the area of a figure is</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>

		the number of squares required to cover it completely.	
Thursday	<p>Engage learners to count the dots and write each number beside</p>  	<p>Let pupils explore the area of smaller objects say their exercise books. Then explore the area of larger objects say the entire classroom and compare the results for the two activities.</p> <p>Ask pupils to tell which unit (cm² or m²) they will use for which activity and why?</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>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.</p>	<p>Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates.</p> <p>Pupils to measure the area of say their exercise books. With that as a reference point, ask them to estimate the area of the teacher's table.</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>

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 14		
Learning Indicator(s)	B4.5.2.1.2.		
Performance Indicator	Demonstrate understanding of the causes, symptoms and prevention of food-borne diseases		
Strand	Humans And The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting food-borne diseases and measles.		
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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners watch pictures and videos on causes, symptoms and prevention of food borne diseases.</p> <p>Invite a health personnel, SHEP coordinator or personnel from the Food and Drugs Authority (FDA) to give a talk on food-borne diseases.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>In pairs, let learners respond to the following questions:</p> <p>(1). What causes food-borne diseases? (2). What are the symptoms of food-borne diseases? (3). What should be done if someone contracts a food-borne disease?</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 20		
Learning Indicator(s)	B4.4.4.1.1.		
Performance Indicator	Prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity.			
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>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners talk about the importance of gardening.</p> <p>Learners undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about different vegetables farmers in Ghana grow.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition.</p>	<p>Learners undertake practical activities in the home or school that will teach them how to prepare healthy soil for nursing seeds and prepare seedbeds, how to nurse and transplant seedlings, and how to care for small gardens of eggs, pepper, onion, cabbage, lettuce, okra, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>


Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 32		
Learning Indicator(s)	B4.5.2.1.1:		
Performance Indicator	Discuss the importance of being a committed member of the family.		
Strand	The Family, Authority and Obedience		
Sub strand	Roles Relationship in the Family and Character Formation		
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)
	<p>Display an image on the board (relating to the topic) but cover it up. Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p>	<p>Assist learners to explain who a committed person is.</p> <p>Let learners mention behaviors that show that a person is committed.</p> <p>Ask learners to describe a committed family member. A person who:</p> <ul style="list-style-type: none"> - takes part in family activities, - is obedient to elders of the family, - respects other family members, - accepts responsibility (performing assigned duties), - takes initiatives, - helps needy relatives, etc. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 28		
Learning Indicator(s)	B4.6.1.1.1.		
Performance Indicator	Learners can explore the limitations on Ghana's independence.		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Wall charts, word cards, 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>Put students into pairs and hand out a wad of sticky notes to each pair.</p> <p>They write a word or statement relating to the lesson and put it on their partners head. Partners are to guess what is written on the sticky papers.</p> <p>The learner who guess right wins</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>Before Ghana gained her independence in 1957, the British monarchy remained head of state, and Ghana shared its sovereign with the other commonwealth realm. The monarchs constitutional roles were mostly delegated to the governor-general of ghana..</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Discuss with learners the limitations on Ghana's independence up to June 1960</p> <p><i>A constitutional referendum was held in ghana on 27 April 1960. The main issue was a change in the country's status from a constitutional monarchy with Elizabeth II as head of state, to a republic with a presidential system of government.</i></p> <p>Learners to use the internet identify the positions controlled by British officials up to June 1960.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson</p>

Week Ending			
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4.1.1.1 B4.2.1.1		
Performance Indicator	Learners can create their own artworks by studying the visual artworks created by some selected Ghanaians		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to create a simple mosaic using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic.</p> <p>Demonstrate and guide learners to make a simple mosaic.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Using questions and answers, review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance. Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

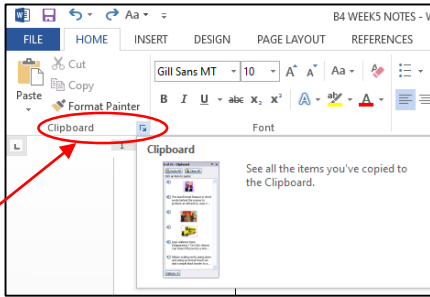
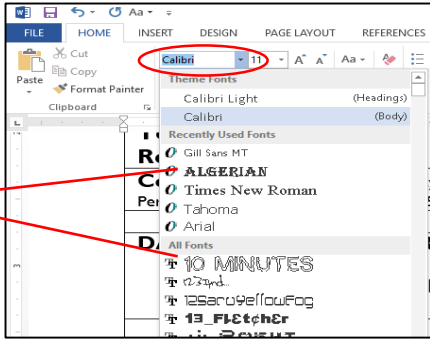
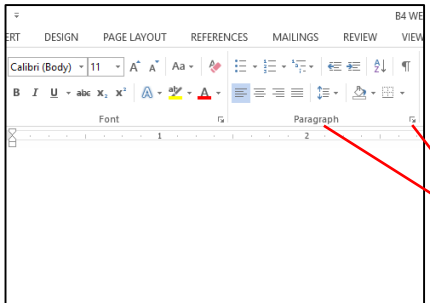
Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 29		
Learning Indicator(s)	B4.5.6.1.1-3		
Performance Indicator	Learners can form compound sentences from simple sentences.		
Strand	Writing Convention And Grammar Usage		
Sub strand	Use of simple and compound sentences		
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>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Let learners form simple sentences. Let them read the sentences as a group.</p> <p>Use simple sentences to form compound sentences on the board.</p> <p>In groups, let learners form compound sentences from simple sentences.</p> <p>Let learners present their sentences to the class.</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>
	<p>Engage learners to sing songs and recite rhymes.</p> <p><u>Itsy Bitsy Spider</u> The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Let learners form simple sentences and read them to the class.</p> <p>Discuss conjunctions with learners.</p> <p>Write some conjunctions on the board and lead learners to say them.</p> <p>Use different types of conjunctions to form sentences.</p> <p>Let learners form sentences using the conjunctions. Let learners understand different types of conjunctions in writing.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson.</p>	<p>Use different types of conjunctions to form sentences.</p> <p>In pairs, let learners form compound sentences with conjunctions and read their sentences to the class</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	Four
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 53
Learning Indicator(s)	B4.4.4.5
Performance Indicator	Classify PE equipment under safe and unsafe.
Strand	Physical Fitness Concepts, Principles And Strategies
Sub strand	Safety And Injuries
Teaching/ Learning Resources	Pictures and Videos
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>The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Assemble a variety of sports equipment, both old and new for learners to classify them into safe and unsafe.</p>  <p>Learners to draw and color their favorite sports equipment.</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> <p>Ask learners to summarize what they have learnt.</p>

Week Ending	
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B4.3.1.1.2.
Performance Indicator	Illustrate the use of the clip board, styles, fonts, paragraph and editing.
Strand	Word Processing
Sub strand	Introduction To Word Processing
Teaching/ Learning Resources	Images of clipboard, styles, fonts, paragraph and editing in 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

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>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 the clipboard, styles, fonts, paragraph and editing feature under the Home tab and let learners explore on a simple word document.</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>