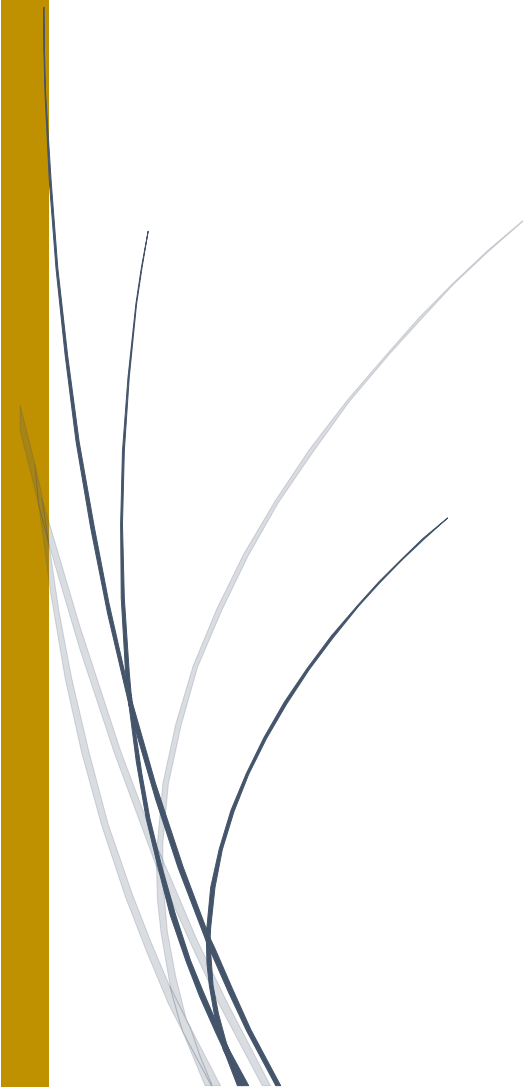


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SAMPLE LESSON NOTES-WEEK 9
BASIC SIX

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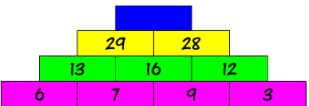
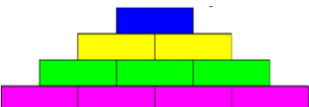
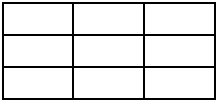
SCHEME OF LEARNING- WEEK 9

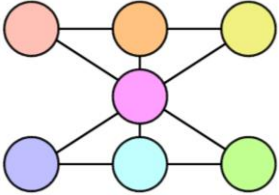

BASIC SIX

Name of School.....

Week Ending			
Class	Six		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B6.1.10.3.2-3. B6.2.8.1.3. B6.3.12.1.1. B6.4.14.2.1. B6.5.9.1.2. B6.6.1.1.1.		
Performance Indicator	<p>A. Learners can draw on prior knowledge to identify subject matter and organizational structure of speech</p> <p>B. Learners can ask and answer questions based on a passage read.</p> <p>C. Learners can form and use adverb phrases correctly</p> <p>D. Learners can write articles on varied topics</p> <p>E. Learners can construct complex sentences correctly</p> <p>F. Learners can read and critique a variety of age - and level appropriate books.</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 sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Help learners to draw on their prior knowledge about speech making. For instance, ensure that learners know the roles of participants, facilitators, advisors and time-keepers in the group.</p> <p>Learners must be conversant with subject matter and the (organizational) structure of their speech.</p> <p>Guide learners to choose their own topics for a speech.</p> <p>Guide the learners to download important speeches from the internet. Discuss the organizational structure of the speeches with 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>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all</p>	<p>B. READING (Silent Reading)</p> <p>Prepare learners adequately before reading activities. E.g. Discussion of background knowledge, title and accompanying pictures of the reading text, prediction.</p> <p>Provide "While-reading" questions. Have learners read the text silently.</p> <p>Assign learners to answer a variety of questions based on the text e.g. factual, inferential and applicative questions.</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 sing songs and recite familiar rhymes</p>	<p>C. GRAMMAR (Adverb Phrases)</p>	<p>Give learners task to complete whiles you go</p>

	<p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Revise adverbs of manner, place and time.</p> <p>Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word.</p> <p>Provide several examples in context for learners to read out.</p> <p>Provide short texts for learners to identify the adverb phrases.</p> <p>Let learners use the adverb phrases in sentences. E.g. He comes to the house every day.</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. WRITING <i>(Informative Writing)</i></p> <p>Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</p> <p>Guide learners to write articles on varied topics</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Learners play "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>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Simple and Compound Sentences)</i></p> <p>Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</p> <p>Let learners join pairs of simple sentences into compound ones.</p> <p>Introduce complex sentences with several examples.</p> <p>Elicit similar sentences from learners</p> <p>F. EXTENSIVE READING</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</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>Encourage them to visit the local library to read and borrow books</p>



Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 154		
Learning Indicator(s)	B6.4.1.2.1-2		
Performance Indicator	Select a method for collecting data to answer a given question and justify the choice		
Strand	Data		
Sub strand	Data Collection & Organization		
Teaching/ Learning Resources	Class registers, school based assessment		
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>Can you work out what number will be at the top of the pyramid?</p> 	<p>Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'.</p> <p>(a) The type of drinks to buy for a class party (b) The make of sport shoes to buy for all P6 students (c) The make of school bag to buy for all P6 students</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>Can you make a pyramid with 100 at the top?</p> 	<p>Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'.</p> <p>(d) The number of desks in each classroom (e) How much money P6 students spend on bus fare to school every month?</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>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>Lead learners (in small groups) to discuss and write down how they would make decisions in the following situations, what facts they would take into account and how they would collect these 'facts'.</p> <p>(f) To buy drinks for people in the immediate family of all P6 students at a party. (g) Buy a mobile phone from an online shop.</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>Thursday</p>	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> questionnaires <input type="checkbox"/> interview <input type="checkbox"/> observation <input type="checkbox"/> experiments <input type="checkbox"/> databases <input type="checkbox"/> electronic media or internet 	<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>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>Lead a discussion on the methods of data collection below and ask them to identify which method they will use to gather the facts for each situation</p> <ul style="list-style-type: none"> <input type="checkbox"/> questionnaires <input type="checkbox"/> interview <input type="checkbox"/> observation <input type="checkbox"/> experiments <input type="checkbox"/> databases <input type="checkbox"/> electronic media or internet 	<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	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 45		
Learning Indicator(s)	B6.5.3.1.1		
Performance Indicator	Learners can identify the scientific concepts and principles underlying the operation of some industries		
Strand	Humans & The Environment		
Sub strand	Science & Industry		
Teaching/ Learning Resources	Gari, kenkey, shea butter, cooking oil, blacksmith, basketry		
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>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>Learners watch a video of kenkey and salt production processes.</p> <p>Learners go on a study visit to a local business venture such as kenkey, soap, salt production, cooking oil, or gari production centre.</p> <p>Learners must observe the activities and interact with people at the workplace.</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 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>Engage learners, in groups, to discuss and identify the key scientific principles underlying the operations of the industries visited.</p> <p>Build vocabulary of learners by explaining key terms such as evaporation, salting-out, fermentation and saponification.</p> <p>Project Give learners a project to work in groups to produce yoghurt, kenkey or soap based on the experiences from their study visits.</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	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 61		
Learning Indicator(s)	B6.5.1.1.1.		
Performance Indicator	Explain how Ghana co-operates with other nations		
Strand	Our Beliefs And Values		
Sub strand	Our Neighboring Countries		
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)
	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	Learners recall countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso. Learners identify countries surrounding Ghana on a map of West Africa. Learners discuss how Ghana co-operates with her neighbours e.g. trade, sports, political	Ask learners questions to review their understanding of the lesson. 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.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object on the board.	Learners recall countries that surround Ghana e.g. Togo, La Cote D'Ivoire, Burkina Faso. Learners identify countries surrounding Ghana on a map of West Africa. Learners discuss how Ghana co-operates with her neighbours e.g. trade, sports, political	Ask learners questions to review their understanding of the lesson. 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.


Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.5.2.1.1:		
Performance Indicator	Identify attitudes and behaviors of a responsible family member.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles, Relationship in the Family & 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)
	Engage learners to sing songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Let learners, in groups, discuss attitudes and behaviors of a responsible family member: - <i>taking part in family activities,</i> - <i>obedience to elders of the family,</i> - <i>respect for family members,</i> - <i>accepting responsibility (performing assigned duties),</i> - <i>taking initiatives,</i> - <i>helping needy relatives, etc.</i> Guide learners to discuss the importance of being committed to the family: - <i>to promote unity,</i> - <i>to gain respect,</i> - <i>to be considered a trustworthy person,</i> - <i>to uplift family image, etc.</i>	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	Six		
Subject	HISTORY		
Reference	History curriculum Page 46		
Learning Indicator(s)	B6.6.2.1.1		
Performance Indicator	Identify the leaders of the coup d'états and names of their regimes.		
Strand	Independent Ghana		
Sub strand	Military Rule		
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>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><small>Ignatius Kutu Achempong</small></p> 	<p>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Lt. Colonial Ignatius Kutu Achempong</p> <p>Kutu Achempong born on 23 September 1931, was a military head of state of Ghana who ruled from 13 January 1972 to 5 July 1978, when he was deposed in a palace coup. He was later executed by firing squad. He lead the supreme military council I (SMC I) in a coup to overthrow J.A Ankrah's National liberation council.</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>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>Guide learners to explain the terms coup d'états and military takeovers with examples.</p> <p>Show and discuss a documentary on any of the military take overs. e.g. Major General William Kwasi Akuffo</p> <p>William Kwasi Akuffo born on 21 March 1937, was a soldier and Politian. He was a chief of defense staff of the Ghana armed forces and a head of state and chairman of the ruling military council in Ghana from 1978 to 1979. He came to power in a military coup against the government of Kutu Achempong, was overthrown in another military coup and executed three weeks later.</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	Six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B6.1.1.1 B6.2.1.1		
Performance Indicator	Learners can generate own ideas for creating own artworks from international artworks		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
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 make a photo collage 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 photo collage</p> <p>Demonstrate and guide learners to make a simple photo collage.</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>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to create their own songs in Three Part Form (ABA).</p> <p>Learners to choose a theme for the song. e.g. history, health, etc.</p> <p>Guide learners to create a tune to go with the words in the song.</p> <p>Sing the song and let the class learn it too</p> <p>Assessment: Learners sing the song in turns and in groups.</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	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.5.6.1.1-2		
Performance Indicator	Learners can recognize and use conjunctions in forming compound sentences correctly.		
Strand	Writing Conventions/ 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 and write some on the board.</p> <p>Join some of the sentences and discuss with the learners the word used in joining the two simple sentences.</p> <p>Explain what conjunctions are to learners and give more examples.</p> <p>Write some more sentences and allow learners to recognize and underline the conjunctions in them.</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>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>Let learners write some conjunctions in their books.</p> <p>Call learners in turns to mention and write them out on the board.</p> <p>Let learners use the conjunctions to form about three sentences.</p> <p>Explain to learners the sentence type formed (Compound sentence). Let learners write some more compound sentences and read them aloud.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider" 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 write some conjunctions in their books.</p> <p>Call learners in turns to mention and write them out on the board. Let learners use the conjunctions to form about three sentences.</p> <p>Explain to learners the sentence type formed (Compound sentence).</p> <p>Let learners write some more compound sentences and read them aloud.</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	Six
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 80
Learning Indicator(s)	B6.4.5.4.6
Performance Indicator	Discuss with learners the effects of drug addiction.
Strand	Physical Fitness
Sub strand	Body Composition
Teaching/ Learning Resources	Pictures and Videos
Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts.	

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>Learners discuss effects of drug addiction as; madness, uneasiness, death, etc.</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	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 52		
Learning Indicator(s)	B6.6.9.1.1-4		
Performance Indicator	Devise various techniques on how to protect oneself from online identity theft.		
Strand	Internet And Social Media		
Sub strand	Digital Literacy		
Teaching/ Learning Resources	Pictures or projected images		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. 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)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide learners on how to post detailed personal information online.</p> <p>Guide learners to use strong passwords or passphrases in online sites, etc.</p> <p>Guide learners to differentiate spam from solicited messages.</p> <p>Guide learners to characterize virtual and real friends</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>