



SAMPLE LESSON NOTES-WEEK I
BASIC FOUR

Fayol Inc.
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SCHEME OF LEARNING- WEEK I

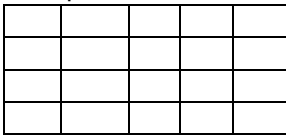
BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.1.1.1 B4.2.2.1.1 B4.3.1.1.1 B4.4.2.1.1 B4.5.2.1.1 B4.6.1.1.1	
Performance Indicator		<p>A. Learners can sing songs with appropriate stress, rhythm and actions</p> <p>B. Learners can match sounds to their corresponding letter patterns</p> <p>C. Learners can identify and use nouns to identify people, animals, events and objects</p> <p>D. Learners can write clearly using joined letters of consistent size</p> <p>E. Learners can use the "comma" appropriately in sentence</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>Play a recorded song for learners to listen.</p> <p>Ask learners; whether they have heard the song before?</p> <p>Where they heard that song?</p> <p>Have learners to sing any song they know and hence introduce the lesson.</p>	<p>A. ORAL LANGUAGE (songs)</p> <p>Group learns in groups of three or four according to their background.</p> <p>Each group present and sing their own choice of song to the whole class</p> <p>Make it a little competition to make the class interesting</p> <p>Play or teach learners a new song.</p> <p>Learners sing the new song in groups with appropriate stress, rhythm and actions</p>	<p>Invite learners to tell the class which part of the song interest them most</p> <p>Ask learners to sing the new song in turns and in groups.</p>
Tuesday	<p>Have learners recite the English alphabets.</p> <p>Show a video on phonics as they imitate the video.</p> <p>Example Dave & Ava.</p>	<p>B. READING (Phonics)</p> <p>Display word cards on the teachers table.</p> <p>Make letter sounds to learners as you pick them in turns.</p>	<p>What have we learnt today?</p> <p>Have each learner to make sounds of any letter they know.</p> <p>Learners match sounds to appropriate letter patterns using the word cards</p>

		<p>Assessment: play the game of "Back to the board" with learners.</p> <p>A learner sits in front of the class with his/her back to the board.</p> <p>Teacher writes a letter on the board for the other learners to make its sound.</p> <p>The learner then goes through the word cards to fish out the particular letter.</p> <p>Divide the class into two to make it competitive.</p>	
Wednesday	<p>Have learners to mention their full names and where they come from.</p> <p>Ask students the following;</p> <p>Some important places in their community</p> <p>The names of their pets</p> <p>To mention things inside and outside the classroom.</p>	<p>C. GRAMMAR (Nouns)</p> <p>Have learners read simple sentences on the sentence cards having names of people, animals, events and objects.</p> <p>Put learners in groups to identify the names of people ,animals, events and objects as nouns</p> <p>Learners to form their own sentence with names of people, animals, places and objects and underline these nouns in the sentence</p> <p>Have learners to note that common nouns start with small letters.</p>	<p>What have we learnt today?</p> <p>How to identify and use nouns to identify people, animals, places and objects.</p> <p>Ask students to summarize the main points of the lesson</p> <p>Give learners task for them to identify and underline nouns in sentence on the board</p>
Thursday	<p>Engage learners in the "What word am I writing game"</p> <p>Put learners into groups of two.</p> <p>The teacher writes a word in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>D. WRITING (Penmanship)</p> <p>Have learners to write letters in flick e.g. a, t, r, d, f, s.</p> <p>Learners join pairs of letters e.g. at, or, on, etc.</p> <p>Have learners join letters of a word. e.g. Kettle, can, catch, etc.</p> <p>Learners copy sentences and passages</p>	<p>Ask students to summarize the main points of the lesson</p> <p>Give learners task for them to identify and underline nouns in sentence on the board</p>
Friday	<p>Learners stand in a big circle.</p> <p>Learners think of an adjective to describe themselves. The adjective must suit the student and must also start with the</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Punctuation)</p>	<p>Ask learners to talk about what they have learnt.</p>

	<p>first letter of their name. for example: Precious Princess, Tiny Timothy etc.</p> <p>Engage learners in the “popcorn reading” game</p> <p>The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>Provide learners with sample texts for them to identify the target punctuation marks. e.g. Yes, please. No, thank you. Kofi, can you help me?</p> <p>Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs.</p> <p>Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person.</p> <p>F. <u>EXTENSIVE READING</u></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. Ask each learner to write a two-paragraph summary of the book read.</p>	<p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</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 23		
Learning Indicator(s)	B4.1.1.1.1-2		
Performance Indicator	Learners can model number quantities, place values for multi-digit using graph sheets or multi base materials up to 100000 Learners can read and write number in figures and words up to 100000		
Strand	Number		
Sub strand	Counting, Representation & Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns made from Manila cards, Bundle of sticks		
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	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Have learners to model numbers quantities up to 100000 using graph sheets or multi base materials. For instance, with multi base block. a cube=100unit, a rod=1000, a flat=10000, and a block=100000. Learners model 32300 with the appropriate materials.	What have we learnt today? Modeling number quantities using graph sheet. Learners to model number quantities written on the board.
Tuesday	Paste a chart of base block on the board for learners to observe. Hand out sheet of papers to learners to draw what they see on the chart. Review the previous lesson through examples	Ask learners to model the number 12500 shading graph sheet square.  Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: <input type="checkbox"/> A cube=100unit <input type="checkbox"/> A rod=1000 Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored paper and ask	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials

		them to model or pick given amounts up to GH¢10000.	
Wednesday	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class. Put them in a box in front of the class. Call out an amount for learners to model it. Do it in groups to create competition.	Read out number figures and have learner to write number in figures and in words up to 100000. Assessment: Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000).	What have we learnt today? Have learners summarize the important points of the lesson. Engage pupils in a think pair share activity to . *write number in figures and in words up to 100000
Thursday	Play clap that number (up to 10). Have learner count in unison as they clap the number. Play show me game; Write a number on the board and let learners show number with bundles of 10s and 1s.	Ask learners to write given number on the expanded form of the number: $14031 = 10000 + 4000 + 30 + 1$ Have learner practice more examples	What have we learnt today? We have learnt how to write number in the expanded form.
Friday	Review previous lesson by solving examples.	Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number.	Review the lesson with learners. Have pupils practice more examples.

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B4.1.1.1.1		
Performance Indicator	Learners can classify animals into insects, birds , mammals and reptiles		
Strand	Diversity of matter		
Sub strand	Living & Non Living Things		
Teaching/ Learning Resources	Pictures of living and non-living things in the environment		
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 watch a documentary on the life processes of some plants and animals	Learners embark on a walk to observe and record names of different kinds of animals in their community or show videos and pictures of different kinds of animals. Learners talk about the different animals based on their limbs, body covering, height, shape, size, where they live, how they move, what they eat. Etc. Provide flashcards of many different animals to learners in groups.	What have we learnt today? classify animals into insects, birds , mammals and reptiles Have learners to summarize the important points of the lesson Have learners to talk about their observations to class
	Engage learners in the odd one out game The student will look at; for example four pictures or four different. Three of which have something in common and one is the odd one. The learner is to pick the odd one out. This game could be done in groups to bring competition	Assist learners to sort the pictures into insects, birds, mammals and reptiles and produce animal classification cards or tables. Learners display and do presentations on their group work Learners to give reasons for their classifications. Ask Learners to identify things which are common to all the different kinds of animals. Assist learners to mould different kinds of animals using suitable materials (such as papers, tack, clay, cardboard etc.).	What have we learnt today? classify animals into insects, birds , mammals and reptiles Have learners to summarize the important points of the lesson Give learners task to draw some insects, birds and color them

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B4.1.1.1.1		
Performance Indicator	Learners can explain how special each individual is		
Strand	All about us		
Sub strand	Nature Of God		
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 to describe him or herself to class and hence introduce the lesson.	In groups, learners discuss how each person is created as unique and different from one another: some are short, tall, dull, intelligent, fair in complexion, black in complexion, etc. Learners demonstrate the uniqueness of each individual e.g. My name is Esi, I am black and beautiful, there is no one like me, I'm special for who I am, how I look and where I live. I am a Ghanaian. I am proud to be a Ghanaian.	What have we learnt today? How different we from each other. Learners to summarize the important points of the lesson.
	Have students write on a sheet of paper the following Three things that makes look different from each other	Use pictures/video clips to demonstrate the effects of destroying our bodies. Put learners into groups according to: height, color, mass, intelligence, etc. Learners write how different they are from one another. Learners in groups discuss how they can use their God-given unique qualities: Serve God and human beings, protect and preserve the environment, live together in harmony, contribute to development.	Asks the learners the following questions to review their understanding of the lesson 1. What have we learnt today? 2. Have learners read the key words written on the board 3. What did you find difficult in the lesson?

Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B1.1.1.1.2		
Performance Indicator	Learners can mention the names of some of the things god created		
Strand	God's creation and attributes		
Sub strand	God the Creator		
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>Have learners to watch video on creation.</p> <p>Ask learners to mention parts of the video that interest them</p> <p>Learners sing songs on creation</p>	<p>Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains.</p> <p>Let learners draw, color and model some of the things God created.</p> <p>Help learners to role play, recite rhymes and sing songs about some of the things God created.</p>	<p>Engage pupils in a think pair share activity to</p> <p>Name some of the things god created</p> <p>Uses of some of the creation</p>

Week Ending			
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 21		
Learning Indicator(s)	B4.1.1.1.1		
Performance Indicator	Learners can explain the importance of studying the history of Ghana		
Strand	My country Ghana		
Sub strand	Why & how we study History		
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
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>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p>	<p>Engage learners to discuss how history promote our identity as Ghanaians</p> <p>Engage learners to discuss how history promote the survival of the ethnic groups.</p> <p>Engage learners to discuss how history promote national integration</p> <p>Engage learners to discuss how history promote national pride and patriotism?</p>	<p>What have we learnt today? The importance of studying history</p> <p>Have learners to talk in groups about</p> <p><i>i. How does history promote our identity as Ghanaians?</i></p> <p><i>ii. How does history promote the survival of the ethnic groups?</i></p> <p><i>iii. How does history promote national integration?</i></p> <p><i>iv. How does history promote national pride and patriotism</i></p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them.</p>	<p>Engage learners to discuss how history defines our identity as Ghanaians</p> <p>Role-play to show how history teaches us customs, values, traditions all of which ensure the survival of our nation.</p> <p>Role play how history can promote national pride, patriotism and integration</p>	<p>What have we learnt today?</p> <p>How history promote national pride, patriotism and integration</p> <p>Have learners to summarize the important points in the lesson</p>

Week Ending	
Class	Four
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 5
Learning Indicator(s)	B4.1.1.1.1.
Performance Indicator	Sing and discuss songs connected to traditional occupations and their importance.
Strand	Oral Reading
Sub strand	Songs
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)
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Let learners sing a familiar traditional song. Show learners a video of a traditional song being performed. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). After watching a video on a performed traditional occupation, allow the learners to discuss some importance of traditional occupation songs.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Let learners sing a familiar traditional song. Discuss the lyrics of the song with learners. Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time). Show learners a video of a traditional song being performed.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group	Let learners sing a familiar traditional song. Discuss the lyrics of the song with learners.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	<p>comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p>Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time).</p> <p>Show learners a video of a traditional song being performed.</p>	
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Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 44		
Learning Indicator(s)	B4.I.I.I.I:		
Performance Indicator	Demonstrate the difference between slow and fast, heavy and light, hard and soft while moving.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal and leadership skills: agility, flexibility, creativity, patience, teamwork			
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>Have learners to jog and run within a demarcated area to warm up their bodies.</p> <p>Show pictures of the skill to be learnt.</p>	<p>Learners demonstrate slow and fast movements.</p> <p>Learners move in a demarcated area using varied locomotor skills (walk, jog and run).</p> <p>Learners walk or run for peers to determine slow or fast movement.</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	COMPUTING		
Reference	Computing curriculum Page 2		
Learning Indicator(s)	B4.1.1.1.1.		
Performance Indicator	Identify parts of a computer and technology tools		
Strand	Introduction To Computing		
Sub strand	Generation of computers		
Teaching/ Learning Resources	Mouse, keyboard monitor, system unit and its components		
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>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>Bring items such as memory(i.e. memory cards, memory sticks),hard disk drive, CD-ROM etc. or pictures of these items to class and ask the learners to label selected items or computer parts in their note books.</p> <p>List functions on the board and ask students to identify which tool will match the function.</p> <p>Show video depicting the output devices of a computer.</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>