



SAMPLE LESSON NOTES-WEEK 2
BASIC FOUR

Fayol Inc.
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SCHEME OF LEARNING- WEEK 2

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.1.1. 2. B4.2.3.1.1. B4.3.1.1.2. B4. 4.6.1.1. B4.5.3.1.1. B4.6.1.1.1	
Performance Indicator		<p>A. Learners can identify and discuss values in songs</p> <p>B. Learners can use common rhyming/ending words to decode words</p> <p>C. Learners can identify and use: proper nouns</p> <p>D. Learners can choose appropriate ways and modes of writing for a variety of purposes</p> <p>E. Learners can identify and use nouns in sentences to identify people, animals, events and objects</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>"A Wise Old Owl" A wise old owl lived in an oak The more he saw the less he spoke The less he spoke the more he heard. Why can't we all be like that wise old bird?</p>	<p>A. ORAL LANGUAGE (songs) Select suitable songs for listening, singing/recitation from learners' background. e.g. - National Anthem - National Pledge - Ten Galloping Horses Came Through the Town</p> <p>After they have listened to the songs and also sang them, lead them to identify and discuss the values in the songs</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 recite familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>B. READING (Word Families and Common Digraphs Pg.19)</p> <p>Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words.</p> <p>Through brainstorming have learners come up with words that belong to a particular rhyming family.</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>Have children identify these rhyming words as they read.</p> <p>Have learners hunt for these words and build a portfolio on them.</p> <p>e.g. -at = cat – bat – hat -all = call – fall – wall - it = sit – pit – hit -ot = tot – pot – cot</p>	
Wednesday	<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>C. GRAMMAR (Nouns)</p> <p>Let learners read simple sentences having names of cities and countries from the board.</p> <p>Put learners into groups to identify the names of cities and countries on a globe or map.</p> <p>Learners form sentences with names of other cities and countries.</p> <p>Have learners identify proper nouns from paragraphs/passages.</p> <p>Introduce common nouns in context.</p> <p>Have learners read simple sentences containing common nouns on the board.</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>Engage learners to sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u> I hear thunder! I hear thunder! Hark don't you, Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!</p>	<p>D. WRITING (Paragraph Development Pg.48)</p> <p>Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource.</p> <p>e.g. i. Expository Writing – how something works. ii. Narrative – how something happened. iii. Description – how something/someone appears. iv. Argument – how an opinion can be stated and supported.</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 sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u> I hear thunder! I hear thunder! Hark don't you,</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Naming words Pg.59)</p> <p>Have learners read simple sentences with names of</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!</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>people, animals, events and objects on the board. Put learners in groups to identify the names of people, animals, events and objects as nouns.</p> <p>Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.</p> <p>Have them note that common nouns start with small letters.</p> <p>Have learners identify common nouns from paragraphs/passages.</p> <p><u>F. 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>Have learners to read and spell some of the keywords in the lesson.</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 5	
Learning Indicator(s)		B4.1.1.1.3 B4.1.1.1.4	
Performance Indicator		Identify numbers in different positions around a given number in a number chart Compare and order whole numbers up to 10,000 and represent comparisons using the symbols "<", "=", ">"	
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	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	Guide learners to revise counting of natural numbers up to 10,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	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	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	Guide learners to revise counting of natural numbers up to 100,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	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	Play show me a number game with learners (up to 10), with fingers.	Learners identify numbers which are 1,000 and 10,000 more or	Give learners task to complete whiles you go

	<p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number.</p>	<p>less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400.</p> <p>Learners use words such as: “equal to” “greater than” “less than” and later use symbols such as “<”, “=”, “>” to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. $1200 = 1200$; $27345 > 26355$,</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Paste a chart of base block on the board for learners to observe.</p> <p>Hand out sheet of papers to learners to draw what they see on the chart.</p> <p>Review the previous lesson through examples</p>	<p>Learners identify numbers which are 1,000 and 10,000 more or less than a given five-digit or six-digit number. E.g. 2400 is 1,000 less than 3400.</p> <p>Learners use words such as: “equal to” “greater than” “less than” and later use symbols such as “<”, “=”, “>” to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. $1200 = 1200$; $27345 > 26355$,</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 show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number.</p>	<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873,</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534;</p> <p>➤ 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc.</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 Page2		
Learning Indicator(s)	B4.1.1.1.2		
Performance Indicator	Know life processes of animals		
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)
	<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 observe videos and pictures depicting movement and nutrition in animals.</p> <p>Learners describe how various animals (insects, birds, reptiles and mammals) move and feed.</p> <p>Learners role-play or pantomime movement and nutrition of animals.</p> <p>In groups, learners discuss the importance of and movement nutrition to animals.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<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 observe videos and pictures depicting reproduction in animals.</p> <p>Learners describe how various animals reproduce.</p> <p>In groups, learners discuss the importance of reproduction to animals.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 2		
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)
	<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>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.</p> <p>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.</p>	<p>What have we learnt today?</p> <p>How different we from each other.</p> <p>Learners to summarize the important points of the lesson.</p>
	<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>Use pictures/video clips to demonstrate the effects of destroying our bodies.</p> <p>Put learners into groups according to: height, color, mass, intelligence, etc.</p> <p>Learners write how different they are from one another.</p> <p>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.</p>	<p>Asks the learners the following questions to review their understanding of the lesson</p> <p>What have we learnt today?</p> <p>Have learners read the key words written on the board</p> <p>What did you find difficult in the lesson?</p>

Week Ending			
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 24		
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	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 30		
Learning Indicator(s)	B4 2.1.1.1.		
Performance Indicator	Study the performing artworks created by some Ghanaian performing artists		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas (Performing Arts)		
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>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 are to study the performing artworks composed or performed by some Ghanaian performing artists E.g. Agya Koo Nimoh,</p> <p>Let learners gather information from library studies, newspapers, surfing the internet, etc.</p> <p>Learners to examine some performing artworks and sharing ideas about the compositions and performances studied on how those artworks reflect the history and culture of the people of Ghana;</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<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>Guide learners to identify and discuss the themes/topics of the compositions and performances that reflect the history and culture of the people of Ghana;</p> <p>Have learners to role-play the art performance of Agya Koo Nimoh or any other popular Ghanaian artist.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 5		
Learning Indicator(s)	B4.1.2.1.1.		
Performance Indicator	Explore the poems of about five lines correctly and discuss the moral lessons in the poem.		
Strand	Oral Reading		
Sub strand	Poems		
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>Split learners into 2 teams.</p> <p>Taking turns, learners from each team come up and chose a vocabulary word.</p> <p>Learners to draw something on the board while only their tries to guess the word</p>	<p>Let learners sing a popular traditional song.</p> <p>Explore a poem to learners.</p> <p>Let them listen and take note of keywords words in the poem.</p> <p>Ask learners to mention the words they heard.</p> <p>Write the words on the board.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Have learners share what is going on in their lives.</p> <p>You and your learners can talk about plans for the weekend.</p>	<p>Lead learners to say the words aloud.</p> <p>Let learners say the words and use them to form their own sentences.</p> <p>Let learners explore the poem correctly.</p> <p>Put learners in groups.</p> <p>Let them discuss the moral lessons in the poems in groups and tell the class.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Split your class into small groups of 4.</p> <p>Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.</p> <p>Call the groups in turns to discuss what the letters in the acronym stands for</p>	<p>Let learners sing a popular traditional song.</p> <p>Let learners explore the poem correctly themselves.</p> <p>Put learners in groups.</p> <p>Let them discuss the moral lessons in the poems in groups and tell the class.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 44		
Learning Indicator(s)	B4.1.2.1.2:		
Performance Indicator	Enter, jump, and leave a long swinging rope		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop competencies and personal skills such as critical thinking, coordination, agility, double take-off, communication, body balance, power			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>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>Bring a skipping rope for learners to identify and tell its uses and importance.</p> <p>Demonstrate to learners how to skip the rope continuously for least 30 times.</p> <p>Call learners at random to skip the rope for at least 30 times.</p> <p>Learners skip a number of times at their own pace landing on the balls of their feet.</p> <p>Engage learners to enter, jump, and leave a long swinging rope continuously over a rope a number of times in turns.</p>	<p>Have learners to reflect on what they have learnt through questions and answers.</p> <p>End lesson with a cool down.</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>