



SAMPLE LESSON NOTES-WEEK I
BASIC SIX

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK I

BASIC SIX

Name of School.....

Week Ending							
Class		Six					
Subject		ENGLISH LANGUAGE					
Reference		English Language curriculum					
Learning Indicator(s)		B6.1.1.1.1. B6.2.2.1.1. B6.3.1.1.1. B6.4.2.1.1 B6.5.1.1.1. B6.6.1.1.1					
Performance Indicator		<p>A. Learners can relate the central messages in songs to personal experiences</p> <p>B. Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in stretch</p> <p>C. Learners can identify and use nouns or noun phrases to describe conditions</p> <p>D. Learners can write with a legible, fluent and personal handwriting style</p> <p>E. Learners can follow appropriate mechanical convention.</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>Play a recorded song for learners to listen. Ask learners; whether they have heard the song before?</p> <p>Where they heard that song?</p> <p>Let learners sing any song they know and hence introduce the lesson</p>	<p>A. ORAL LANGUAGE (Songs Pg. 152)</p> <p>Engage learners to sing some familiar songs from their cultural background.</p> <p>Write lines of songs on chalk board and have learners read through the lines.</p> <p>Demonstrate singing of the songs as learners listen attentively.</p> <p>Guide learners to sing songs with stress and rhythm by clapping.</p> <p>Invite learners to sing individually and in groups.</p>	<p>Put learners into 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 competitive to make the class interesting</p>				
Tuesday	<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>B. READING (Phonics Pg. 168)</p> <p>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</p>	<p>Engage learners to play the "Onset And Rhyme Game"</p> <p>i. Write onset and rime words on cards.</p> <p>Example.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Onset</td> <td style="text-align: center;">Rime</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; padding: 2px;"><i>mea</i></td> <td style="text-align: center; border: 1px solid black; padding: 2px;"><i>sure</i></td> </tr> </table>	Onset	Rime	<i>mea</i>	<i>sure</i>
Onset	Rime						
<i>mea</i>	<i>sure</i>						

		<p>Guide learners to play the Pick and Read game to practice reading the target words.</p> <p>Put learners in groups to write sentences with the target words and read out the sentences to the class.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; font-weight: bold;">crea</div> <div style="border: 1px solid black; padding: 2px 5px; font-weight: bold;">ture</div> </div> <p>Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>A pupil picks a card, if she picks an onset, she searches for card with a Rime and vice versa.</p> <p>She then put the two cards together and blend the sounds to read the word and write it on the board</p>
Wednesday	<p>Engage learners in the odd one out</p> <p>The student will look at for example four word cards with nouns.</p> <p>Three of which have something in common and one is the odd one.</p> <p>The learner is to pick the odd one out. This game could be done in groups to bring competition</p>	<p>C. GRAMMAR (Nouns Pg.180)</p> <p>Revise with learners on nouns.</p> <p>Let learners give examples of nouns and use them in sentences.</p> <p>Introduce them to noun phrases. A noun phrase is a group of words headed by a noun that includes modifiers(the, a, “of them”, “with her”)</p> <p>Example: The black dog. The red car.</p> <p>Have learners use noun phrases to describe conditions Example: A sunny day A gory accident</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>
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 (Penmanship Pg.196)</p> <p>Have learners select sentences from their readers.</p> <p>As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</p> <p>Let individual learners read out the sentences.</p> <p>Let learners copy the sentences into their exercise books.</p> <p>Have pupils share their work with their partners.</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>Friday</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 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 (Using Capitalization Pg.209)</p> <p>In a guided composition, ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc.</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>
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Week Ending			
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B6.1.1.1.1		
Performance Indicator	Model number quantities up to 1,000,000 using graph sheets and multi-base block		
Strand	Number		
Sub strand	Counting, Representation And Cardinality		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
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 1000000 using graph sheets or multi base materials. For instance, with multi base block. A cube=1000unit, a rod=10000, a flat=100000, and a block=1000000. Learners model 436000 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 137000 shading graph sheet square. Distribute graph sheets to learners and demonstrate how to model the number 12500 by shading. Note: A <input type="checkbox"/> cube=1000unit A <input type="checkbox"/> rod=10000unit Etc. Have learners practice more examples. Give learners teacher made token currency notes on different colored paper and ask them to model or pick given amounts up to GH¢100,000	Review lesson with learners. Have learner model number quantities for multi digit using multi base materials
Wednesday	Review the previous lesson by; Bring real Ghana cedi currency of different denominations to class.	Read out number figures and have learners write them in words up to 10,000,000.	What have we learnt today? Have learners summarize the important points of the lesson.

	<p>Put them in a box in front of the class. Call out an amount for learners to model it. Do it groups to create competition.</p>	<p>Assessment: Engage learners to play the place value number wheel game.</p> <p>Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame.</p> <p>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)</p>	<p>Engage pupils in a think pair share activity to.</p> <p>*write number in figures and in words up to 1000000</p>
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Week Ending			
Class	Six		
Subject	SCIENCE		
Reference	Science curriculum Page 34		
Learning Indicator(s)	B6.1.1.1.1		
Performance Indicator	Classify plants based on their root system		
Strand	Diversity Of Matter		
Sub strand	Living And Non- Living Things		
Teaching/ Learning Resources	Pictures of Plants and animals 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>Review the previous lesson by having learners to write on a sheet of paper the following</p> <p>List the parts of a tree</p> <p>Draw and color a tree</p>	<p>Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers).</p> <p>Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.</p> <p>Learners are shown pictures of the root systems of different plants</p> <p>Learners observe and identify the similarities and differences between the roots of the various plants.</p>	<p>What have we learnt today? classifying plants based on their root system</p> <p>Learners use think-pair-share to discuss more about plants with different root system</p>
	<p>Show learners different plants with different root system for them to explore</p>	<p>Task learners to put the plants into two main groups based on the similarities in their roots system.</p> <p>Learners give reasons for their classifications</p> <p>Build the vocabulary of learners by explaining to them the two main root systems of plants, namely; tap roots and fibrous roots.</p> <p>Learners to mould tap root and fibrous root using blu tack and display for discussion</p>	<p>What have we learnt today?</p> <p>Similarities and differences between roots of various plants</p> <p>Have learners to summarize the important points of the lesson</p> <p>Give learners task to draw plants with different root system</p>

Week Ending			
Class	Six		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 44		
Learning Indicator(s)	B6.1.1.1 .1		
Performance Indicator	Describe the attributes of God		
Strand	Nature Of God		
Sub strand	Map Making And Land Marks		
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)
	Learner to sing a song about God. Learners to play games and sing songs to begin the lesson	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient-All-knowing. Learners role play scenarios to reflect the attributes of God in their lives.	Ask the learners the following questions to review their understanding of the lesson What have we learnt today? Have learners read the key words written on the board
	Tell learners stories about creation. Learners to play games and sing songs to begin the lesson	Learners watch a short video about creation Learners talk about what they saw in the video on creation Learners mention some of the things they like in the video Assessment: learners to draw and color one thing they saw in the video.	Ask the learners the following questions to review their understanding of the lesson What have we learnt today? Have learners read the key words written on the board

Week Ending			
Class	Six		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 46		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can demonstrate ways to care for the environment		
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)
	Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small	Use questions and answers for learners to explain the environment. Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Assessment: Let learners organize and do clean-up exercises in the school environment	What have we learnt today? Caring for the natural environment Ask learners to summarize the important points of the lesson Give learners task to mention and discuss ways of caring for the natural environment

Week Ending			
Class	Six		
Subject	HISTORY		
Reference	History curriculum Page 40		
Learning Indicator(s)	B6.3.4.1.1		
Performance Indicator	Assess the changes that the European presence brought to Ghana.		
Strand	Europeans In Ghana		
Sub strand	Impact Of European Presence		
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)
	Have learners watch video on pre independence era	Show and discuss a documentary of European presence in Ghana Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)	What have we learnt today? the change that the European presence brought to Ghana Have learners to summarize the important points in the lesson
	Have learners watch video on pre independence and post-independence era	Debate the impacts of European presence on Ghana Engage learners in a fish bowl activity. Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them	What have we learnt today? impacts of European presence on Ghana Have learners to summarize the important points in the lesson

Week Ending			
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 67		
Learning Indicator(s)	B6.1.1.1.1		
Performance Indicator	Sing some traditional songs which are used for traditional dances and their correct rhythms.		
Strand	Oral Language		
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 words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. Demonstrate how some of the dances are performed. Allow learners to dance to the rhythm of the song.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 69		
Learning Indicator(s)	B6.1.1.1.1:		
Performance Indicator	Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive Skills		
Teaching/ Learning Resources	Handball, Volleyball, Basketball, Netball, Hockey		
Core Competencies: Learners develop personal and core competencies skills such as agility, muscular strength, muscular endurance, flexibility, patience, leadership, 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>Take learners out to the field.</p> <p>Let learners run or jog within a demarcated area to warm themselves up.</p> <p>Let learners perform some general and specific warm ups.</p>	<p>Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available.</p> <p>Learners use strategies and tactics in playing the game as a team.</p> <p>Learners play various roles in a team and cooperate with one another in achieving the teams' objectives.</p> <p>Learners cool down to end the lesson</p>	<p>Learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p>Assessment: Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

Week Ending			
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 30		
Learning Indicator(s)	B6.1.1.1.1. B6.1.1.1.2.		
Performance Indicator	Learn about the Generation of Computers and Identify components of a Computer System		
Strand	Word Processing		
Sub strand	Generation Of Computers		
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>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 to discuss the Generation of Computers.</p> <p>i. Microprocessors</p> <ul style="list-style-type: none"> - Super Computers, - Mainframe, - Minicomputers and - Microcomputers, Mobile Phones, etc <p>Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used</p> <p>NB: the discussion should be limited to definition level.</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>