



SAMPLE LESSON NOTES- WEEK ONE (I)
BASIC FOUR

Fayol Inc.
CONTACT: 0547824419 EMAIL: sirhoa1@gmail.com

SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

BASIC FOUR

Name of School.....

Week Ending	10 th January, 2020		
Class	Four		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B4.1.5.1.1. B4.2.5.1.1. B4.3.5.1.1. B4.4.10.1.1. B4.5.5.1.1 B4.6.1.1.1.		
Performance Indicator	<p>A. Learners can role-play a story/play</p> <p>B. Learners can orally produce single-syllable words by blending sounds(phonemes), including consonant blends</p> <p>C. Learners can use different types of verbs:</p> <p>D. Learners can write about real or imagined experiences or events</p> <p>E. Learners can use adjectives to make comparisons</p> <p>F. Learners can 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, handwriting on a manila card and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication and Collaboration			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	<p>learners sing songs and recite familiar rhymes</p> <p>Peter Piper" Lyrics Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?</p>	<p>A.ORAL LANGUAGE <i>(Dramatization and Role Play)</i></p> <p>Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot.</p> <p>Have learners identify and discuss the characters and events/key issues in the play/story.</p> <p>Assessment: Guide learners to role-play the key characters in specific scenes.</p>	<p>Interview and ask learners to share their feelings about the roles of their favorite characters</p> <p>Learners to talk about the roles they played and why they will keep or changed it in the next drama.</p>
Tuesday	<p>Engage learners to play the "Tapping Out" Game.</p> <p>Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand.</p>	<p>B.READING <i>(Blends and Consonant Clusters)</i></p> <p>Guide learners to play games like "Tapping Out" to bring out the single-syllable words.</p> <p>Demonstrate blending by sounding out letters separately and blending/bringing them together</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Write the blends on a series of small cards, one on each card.</p>

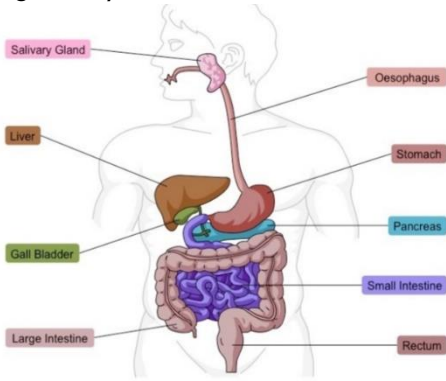
	<p>Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p>	<p>into syllables and words. e.g. p-l-o-t = plot, b-l-a-c-k = black g-r-o-w = grow</p> <p>Have learners identify words containing particular blends e.g. bl, br, cr, cl, gr, gl</p>	<p>Call learners in turns to pick and make the sounds and form word with it.</p>
Wednesday	<p>learners sing songs and recite familiar rhymes</p> <p>"Ten In The Bed" There were ten in the bed And the little one said, "Roll over! Roll over!" So they all rolled over and one fell out</p> <p><i>(continue till they all fall out)</i></p> <p>There was one in the bed And the little one said, "Alone at last!" "Good Night!"</p>	<p>C. GRAMMAR <i>(verbs)</i></p> <p>Have learners revise verbs by reading sentences from the board and identifying the verbs.</p> <p>Have learners write sentences with given verbs.</p> <p>Let learners read sentences with auxiliary verbs. e.g. i. The boy <u>is</u> going to school. ii. The girls <u>are</u> reading.</p> <p>Note: An auxiliary verb is also known as a helping verb e.g. <i>is, are, am, was, and were</i></p> <p>Assessment: Have learners use auxiliary verbs in sentences and underline them.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks.</p>
Thursday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper. Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>D. WRITING <i>(Narrative Writing)</i></p> <p>Guide learners to narrate an event they participated in e.g. my first day at the national theatre.</p> <p>Learners tell the story sequentially: beginning, middle and end.</p> <p>Help learners to determine the setting and develop the plot (events in the story).</p> <p>Assessment: Learners are grouped to write their own story based on a chosen experience agreed on by all.</p> <p>Learners to use first and third persons pronouns in their write up.</p>	<p>Orally help learners to complete the writers reflection worksheet.</p> <p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p> <p>Let learners read and spell the keywords written on the board</p>
Friday	<p>Engage learners to play the "Lie to me" game.</p> <p>Put learners into pairs.</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE <i>(Using Qualifying Words – Adjectives)</i></p> <p>Guide learners with several examples and situations to</p>	<p>Ask learners to tell you what they have learnt</p>

	<p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be a lie.</p> <p>The other partner have to find out which one is the lie.</p> <p>Guide learners to choose and read books during the library period</p>	<p>identify the comparative forms of adjectives in sentences, e.g. i. Ama is fast but Kofi is slow. ii. Pepsodent is good but Closeup is best iii. Henry is fast but George is faster iv. Snails are slow but Tortoise are slower etc.</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.</p> <p>Ask each learner to write a-two-paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Let learners read and spell the keywords written on the board</p> <p>Have learners present a-two-paragraph summary of the book read</p>
--	--	--	--

Week Ending	10 th January, 2020		
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 7		
Learning Indicator(s)	B4.1.1.1.6. B4.1.1.2.1		
Performance Indicator	<ul style="list-style-type: none"> Learners can skip count forwards and backwards in 50s and 100s up to and from 10000 Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30) 		
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; Attention to Precision; Look for Patterns and Relationships			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	Engage learners to sing the song <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Put learners into convenient groups. A learner mentions a number and another skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out “240” Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out “1285” skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785....etc.	What have we learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks.
Tuesday	Ask everyone to imagine two birds. One named “prrr” and the other named “Pukutu”. If you call out ‘prrr’, the students need to stand on their toes and move their elbows out sideways. When you call out ‘pukutu’ the students have to stay still and may not move. If a student moves, he is disqualified.	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error Eg1: 50,100,150,200,280,300 Eg2: 100,200,300,400,450,560,600 e.g3: 50,60,150,160,250,300,400,420	Can someone tell me what we have learnt today? We have learnt how to skip counting by 50s and 100s Let learners solve several examples in their workbooks

<p>Wednesday</p>	<p>Learners must count in reverse numbers in a range continuously without breaking. For example from (20 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!</p>	<p>Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals.</p> <table border="1" data-bbox="695 226 1110 787"> <thead> <tr> <th>Number</th> <th>Roman Numeral</th> <th>Calculation</th> </tr> </thead> <tbody> <tr><td>0</td><td>not defined</td><td></td></tr> <tr><td>1</td><td>I</td><td>1</td></tr> <tr><td>2</td><td>II</td><td>1+1</td></tr> <tr><td>3</td><td>III</td><td>1+1+1</td></tr> <tr><td>4</td><td>IV</td><td>5-1</td></tr> <tr><td>5</td><td>V</td><td>5</td></tr> <tr><td>6</td><td>VI</td><td>5+1</td></tr> <tr><td>7</td><td>VII</td><td>5+1+1</td></tr> <tr><td>8</td><td>VIII</td><td>5+1+1+1</td></tr> <tr><td>9</td><td>IX</td><td>10-1</td></tr> <tr><td>10</td><td>X</td><td>10</td></tr> <tr><td>11</td><td>XI</td><td>10+1</td></tr> <tr><td>12</td><td>XII</td><td>10+1+1</td></tr> <tr><td>13</td><td>XIII</td><td>10+1+1+1</td></tr> <tr><td>14</td><td>XIV</td><td>10-1+5</td></tr> <tr><td>15</td><td>XV</td><td>10+5</td></tr> <tr><td>16</td><td>XVI</td><td>10+5+1</td></tr> <tr><td>17</td><td>XVII</td><td>10+5+1+1</td></tr> <tr><td>18</td><td>XVIII</td><td>10+5+1+1+1</td></tr> <tr><td>19</td><td>XIX</td><td>10-1+10</td></tr> <tr><td>20</td><td>XX</td><td>10+10</td></tr> </tbody> </table>	Number	Roman Numeral	Calculation	0	not defined		1	I	1	2	II	1+1	3	III	1+1+1	4	IV	5-1	5	V	5	6	VI	5+1	7	VII	5+1+1	8	VIII	5+1+1+1	9	IX	10-1	10	X	10	11	XI	10+1	12	XII	10+1+1	13	XIII	10+1+1+1	14	XIV	10-1+5	15	XV	10+5	16	XVI	10+5+1	17	XVII	10+5+1+1	18	XVIII	10+5+1+1+1	19	XIX	10-1+10	20	XX	10+10	<p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p>																																		
Number	Roman Numeral	Calculation																																																																																																					
0	not defined																																																																																																						
1	I	1																																																																																																					
2	II	1+1																																																																																																					
3	III	1+1+1																																																																																																					
4	IV	5-1																																																																																																					
5	V	5																																																																																																					
6	VI	5+1																																																																																																					
7	VII	5+1+1																																																																																																					
8	VIII	5+1+1+1																																																																																																					
9	IX	10-1																																																																																																					
10	X	10																																																																																																					
11	XI	10+1																																																																																																					
12	XII	10+1+1																																																																																																					
13	XIII	10+1+1+1																																																																																																					
14	XIV	10-1+5																																																																																																					
15	XV	10+5																																																																																																					
16	XVI	10+5+1																																																																																																					
17	XVII	10+5+1+1																																																																																																					
18	XVIII	10+5+1+1+1																																																																																																					
19	XIX	10-1+10																																																																																																					
20	XX	10+10																																																																																																					
<p>Thursday</p>	<p>Learners must count in reverse numbers in a range continuously without breaking. For example from (40 – 1). Divide the class into groups. One person from each group countdown the range without breaking. The group with the highest score wins!</p>	<p>Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X,</p> <p>Call out a numeral and have learners point at it from the chart.</p> <p>ROMAN NUMERALS CHART 1 TO 100</p> <table border="0" data-bbox="706 1081 1047 1470"> <tbody> <tr><td>1 I</td><td>21 XXI</td><td>41 XLI</td><td>61 LXI</td><td>81 LXXXI</td></tr> <tr><td>2 II</td><td>22 XXII</td><td>42 XLII</td><td>62 LXII</td><td>82 LXXXII</td></tr> <tr><td>3 III</td><td>23 XXIII</td><td>43 XLIII</td><td>63 LXIII</td><td>83 LXXXIII</td></tr> <tr><td>4 IV</td><td>24 XXIV</td><td>44 XLIV</td><td>64 LXIV</td><td>84 LXXXIV</td></tr> <tr><td>5 V</td><td>25 XXV</td><td>45 XLV</td><td>65 LXV</td><td>85 LXXXV</td></tr> <tr><td>6 VI</td><td>26 XXVI</td><td>46 XLVI</td><td>66 LXVI</td><td>86 LXXXVI</td></tr> <tr><td>7 VII</td><td>27 XXVII</td><td>47 XLVII</td><td>67 LXVII</td><td>87 LXXXVII</td></tr> <tr><td>8 VIII</td><td>28 XXVIII</td><td>48 XLVIII</td><td>68 LXVIII</td><td>88 LXXXVIII</td></tr> <tr><td>9 IX</td><td>29 XXIX</td><td>49 XLIX</td><td>69 LXIX</td><td>89 LXXXIX</td></tr> <tr><td>10 X</td><td>30 XXX</td><td>50 L</td><td>70 LXX</td><td>90 XC</td></tr> <tr><td>11 XI</td><td>31 XXXI</td><td>51 LI</td><td>71 LXXI</td><td>91 XCI</td></tr> <tr><td>12 XII</td><td>32 XXXII</td><td>52 LII</td><td>72 LXXII</td><td>92 XCII</td></tr> <tr><td>13 XIII</td><td>33 XXXIII</td><td>53 LIII</td><td>73 LXXIII</td><td>93 XCIII</td></tr> <tr><td>14 XIV</td><td>34 XXXIV</td><td>54 LIV</td><td>74 LXXIV</td><td>94 XCIV</td></tr> <tr><td>15 XV</td><td>35 XXXV</td><td>55 LV</td><td>75 LXXV</td><td>95 XCV</td></tr> <tr><td>16 XVI</td><td>36 XXXVI</td><td>56 LVI</td><td>76 LXXVI</td><td>96 XCVI</td></tr> <tr><td>17 XVII</td><td>37 XXXVII</td><td>57 LVII</td><td>77 LXXVII</td><td>97 XCVII</td></tr> <tr><td>18 XVIII</td><td>38 XXXVIII</td><td>58 LVIII</td><td>78 LXXVIII</td><td>98 XCVIII</td></tr> <tr><td>19 XIX</td><td>39 XXXIX</td><td>59 LIX</td><td>79 LXXIX</td><td>99 XCIX</td></tr> <tr><td>20 XX</td><td>40 XL</td><td>60 LX</td><td>80 LXXX</td><td>100 C</td></tr> </tbody> </table> <p>Assessment: Call out a numeral and have learners point at it from the chart.</p>	1 I	21 XXI	41 XLI	61 LXI	81 LXXXI	2 II	22 XXII	42 XLII	62 LXII	82 LXXXII	3 III	23 XXIII	43 XLIII	63 LXIII	83 LXXXIII	4 IV	24 XXIV	44 XLIV	64 LXIV	84 LXXXIV	5 V	25 XXV	45 XLV	65 LXV	85 LXXXV	6 VI	26 XXVI	46 XLVI	66 LXVI	86 LXXXVI	7 VII	27 XXVII	47 XLVII	67 LXVII	87 LXXXVII	8 VIII	28 XXVIII	48 XLVIII	68 LXVIII	88 LXXXVIII	9 IX	29 XXIX	49 XLIX	69 LXIX	89 LXXXIX	10 X	30 XXX	50 L	70 LXX	90 XC	11 XI	31 XXXI	51 LI	71 LXXI	91 XCI	12 XII	32 XXXII	52 LII	72 LXXII	92 XCII	13 XIII	33 XXXIII	53 LIII	73 LXXIII	93 XCIII	14 XIV	34 XXXIV	54 LIV	74 LXXIV	94 XCIV	15 XV	35 XXXV	55 LV	75 LXXV	95 XCV	16 XVI	36 XXXVI	56 LVI	76 LXXVI	96 XCVI	17 XVII	37 XXXVII	57 LVII	77 LXXVII	97 XCVII	18 XVIII	38 XXXVIII	58 LVIII	78 LXXVIII	98 XCVIII	19 XIX	39 XXXIX	59 LIX	79 LXXIX	99 XCIX	20 XX	40 XL	60 LX	80 LXXX	100 C	<p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p>
1 I	21 XXI	41 XLI	61 LXI	81 LXXXI																																																																																																			
2 II	22 XXII	42 XLII	62 LXII	82 LXXXII																																																																																																			
3 III	23 XXIII	43 XLIII	63 LXIII	83 LXXXIII																																																																																																			
4 IV	24 XXIV	44 XLIV	64 LXIV	84 LXXXIV																																																																																																			
5 V	25 XXV	45 XLV	65 LXV	85 LXXXV																																																																																																			
6 VI	26 XXVI	46 XLVI	66 LXVI	86 LXXXVI																																																																																																			
7 VII	27 XXVII	47 XLVII	67 LXVII	87 LXXXVII																																																																																																			
8 VIII	28 XXVIII	48 XLVIII	68 LXVIII	88 LXXXVIII																																																																																																			
9 IX	29 XXIX	49 XLIX	69 LXIX	89 LXXXIX																																																																																																			
10 X	30 XXX	50 L	70 LXX	90 XC																																																																																																			
11 XI	31 XXXI	51 LI	71 LXXI	91 XCI																																																																																																			
12 XII	32 XXXII	52 LII	72 LXXII	92 XCII																																																																																																			
13 XIII	33 XXXIII	53 LIII	73 LXXIII	93 XCIII																																																																																																			
14 XIV	34 XXXIV	54 LIV	74 LXXIV	94 XCIV																																																																																																			
15 XV	35 XXXV	55 LV	75 LXXV	95 XCV																																																																																																			
16 XVI	36 XXXVI	56 LVI	76 LXXVI	96 XCVI																																																																																																			
17 XVII	37 XXXVII	57 LVII	77 LXXVII	97 XCVII																																																																																																			
18 XVIII	38 XXXVIII	58 LVIII	78 LXXVIII	98 XCVIII																																																																																																			
19 XIX	39 XXXIX	59 LIX	79 LXXIX	99 XCIX																																																																																																			
20 XX	40 XL	60 LX	80 LXXX	100 C																																																																																																			
<p>Friday</p>	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: 888+88+8+8+8</p>	<p>Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15.</p> <p>Assessment: Mention some numerals randomly and have learners point at it on the chart</p>	<p>Review the lesson by giving learners more examples to solve.</p>																																																																																																				


Week Ending	10 th January, 2020
Class	Four
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B4.3.1.1.1
Performance Indicator	Learners can know the organs of the digestive system and their functions
Strand	Systems
Sub strand	The Human Body System
Teaching/ Learning Resources	Learners, Pictures, videos, paper, pencils, crayons
Core Competencies: Digital Literacy Creativity and innovation Personal development and leadership Communication and Collaboration. Critical Thinking and Problem-Solving	

DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	<p>Show videos, pictures and models of the digestive system.</p> <p>Learners to observe and talk about the pictures</p> <p>Have learners to relate to the pictures</p>	<p>Learners keenly observe the organs of the digestive system.</p>  <p>Explain to learners the functions of the various organs in the digestive system.</p>	<p>Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the digestive system?</p> <p>Ask learners to tell how they are apply what they have learnt in real life situation.</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Explain to learners the functions of the various organs in the digestive system.</p> <p>Example: Mouth: break down food particles Salivary glands: moistens and lubricates food etc.</p> <p>Assessment: Learners demonstrate the functions of organs of the digestive system</p>	<p>Ask learners to talk about what they have learnt.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Draw a diagram of the digestive system and cut out the various parts of the system into flash cards</p> <p>Assessment: Learners match organs to their functions using the flash cards</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>

Week Ending	10 th January, 2020		
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B4.2.3.1.1.		
Performance Indicator	Learners can map the school environment		
Strand	All Around Us		
Sub strand	Map Making And Land Marks		
Teaching/ Learning Resources	Map of Ghana, atlas, 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)
	Let learners sing songs to stimulate their interest Use questions and answers to review what they learnt in the previous lessons	Have Learners to identify the key features of the classroom environment e.g. cupboard, desks, teachers table, blackboard, etc. Assessment: Learners draw a sketch map of the classroom and indicate key features on it	Ask learners to talk about what they enjoyed most during the lesson Let learners tell how they are going to apply what they have learnt in real life
	Let learners sing songs to stimulate their interest Use questions and answers to review what they learnt in the previous lessons	Learners identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory Assessment: Learners draw a sketch map of the school and indicate key features on it	Ask learners to talk about what they enjoyed most during the lesson Let learners tell how they are going to apply what they have learnt in real life

Week Ending	10 th January, 2020		
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 27 Golden RME page 58		
Learning Indicator(s)	B4.2.2.1.1		
Performance Indicator	Learners can discuss festivals in their neighborhood		
Strand	Religious Practices And Their Moral Implications		
Sub strand	Festivals In The Three Major Religions		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship 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>Invite learners to sing some Christmas carols and songs</p> <p>Let learners move, shake or hug one another as they sing the songs. This is to welcome everyone from the Christmas holidays into the new year.</p>	<p>Let learners mention some Christian festivals that are celebrated in their communities: Christmas, Easter etc.</p> <p>Use pictures, charts or video clips to demonstrate how the festivals are celebrated by Christians</p> <p>Assessment: Learners discuss the importance and significance of celebrating Christmas, Easter etc., by Christians</p> <p>Example: Christians celebrate Christmas to remember and honor the birth of Jesus Christ etc.</p> <p>Easter is the time to thank god for sending His only son to come and die for the world etc.</p>	<p>Give learners opportunity to talk about what they have learnt.</p> <p>Elaborate more on learners ideas, by writing key points on the board.</p> <p>Call learners in groups to summarize the lesson</p>

Week Ending	10 th January, 2020		
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 24		
Learning Indicator(s)	B4.2.5.1.1		
Performance Indicator	Learners can Identify the role played by some traditional rulers in the national development		
Strand	My Country Ghana		
Sub strand	Some Selected Individuals		
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
Core Competencies: The use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate			
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>Engage learners to play the “Board Race” game.</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay..</p> <p>Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p>Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in Ghana’s history.</p> <p><u>Dode Akaibi of Accra</u> Queen Dode Akaibi ruled the Ga land from 1610-1635 and was an Awutu princess who was married to a wealthy Ga king. After the death of her husband, she succeed as the first and only Ga ruler who was much feared for her boldness and strict legislation that focused mostly on uplifting women. She died being buried alive by some men she punished.</p>	<p>Learners in groups chat and share their opinions on the character of Queen Dode Akaibi.</p> <p>Learners to search the internet for more information about Queen Dode Akaibi.</p>
	<p>Use questions and answers to review previous lesson with learners</p> <p>Example: name some queen mothers from the major ethnic groups.</p> <p>Which ethnic group is Queen Dode Akaibi related to?</p>	<p>Let learners discuss some of her contributions</p> <ul style="list-style-type: none"> • She led her people to several wars • She was a great warrior and owned lots of land beyond the Ga land • She uplifted women with her legislation • She punished men who mistreated women <p>Assessment: learners to role play parts of the history of Queen Dode Akaibi</p>	<p>Engage learners in a debate to speak against and for the harsh punishment by Queen Dode Akaibi for men who mistreat women</p> <p>Elaborate on the points raised by learners and summarize the lesson</p>

Week Ending	10 th January, 2020		
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 27 E.K Nyarko Creative Arts Pg 47-49		
Learning Indicator(s)	B4. 1.1.1.2.		
Performance Indicator	Learners can create their own artworks by studying the visual artworks created by some selected Ghanaians		
Strand	Visual Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Let Learners study the visual artworks of some selected Ghanaians. <u>Benjamin Offei-Nyarko</u> Benjamin Offei-Nyarko, more commonly known as “BON”, is an award winning Ghanaian painter. He teaches at the College Of Arts at KNUST in Kumasi, Ghana. BON’s paintings focus on women in rural communities who toil daily to provide bread for her family and help their husband in this complex life journey.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Benjamin Offei-Nyarko in groups
	Call learners to recall some history facts about Benjamin Offei-Nyarko. Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas.  Assessment: learners to use ideas generated to create their own artworks	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round the classroom to monitor the progress of learners based on the task given them Learners display their artworks for appreciation

Week Ending	10 th January, 2020		
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 7		
Learning Indicator(s)	B4.1.5.1.1-2		
Performance Indicator	<ul style="list-style-type: none"> • Learners can narrate a story line of a story of about five characters and recognize the characters and setting of the story • Learners can perform the drama of about five characters 		
Strand	Oral Language		
Sub strand	Dramatization and Role Play		
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!	<p>Invite a guest teacher to tell a short story made up of five characters.</p> <p>Discuss what a story line is with learners.</p> <p>Lead learners through discussion to find out the story line of the story they have heard.</p>	<p>Assessment: Ask learners to share their feelings about the story heard</p> <p>Learners to think and come out with an alternative story line of the story they have heard.</p>
	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	<p>Let learners listen to the story again from the guest teacher.</p> <p>Discuss what a setting and a character is with learners.</p> <p>Allow learners to recognize the characters and setting of the story</p>	<p>Assessment: Have learners to relate to the characters and setting of the story.</p> <p>Ask learners to talk about what they have learnt.</p>
	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!	<p>Assign roles to them and direct learners to perform the drama.</p> <p>Discuss the performance with learners.</p> <p>The strengths and weaknesses must be emphasized in order to improve on subsequent performances.</p>	<p>Assessment: Ask learners to share their feelings about the roles they played</p> <p>Learners to tell the roles they like to play most</p>

Week Ending	10 th January, 2020		
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 45		
Learning Indicator(s)	B4.1.7.1.7		
Performance Indicator	Learners can strike a self-tossed light weight ball with a paddle or racket to a partner		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience as they Strike a self-tossed light weight ball with a paddle or racket to a partner			
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)
	Take learners through general and specific warm ups	In pairs, a partner tosses a lightweight ball to a colleague to hit over varying distances. Serve a lightweight ball to a partner, using the underhand movement pattern. Strike a gently tossed ball with a bat, using a side orientation	Organize a game for learners to experience the skill in real-life situation. End the lesson with a cool down.

Week Ending	10 th January, 2020
Class	Four
Subject	COMPUTING
Reference	Computing curriculum Page 5
Learning Indicator(s)	B4.1.3.1.1.-2
Performance Indicator	<ul style="list-style-type: none"> • Learners can use strategies for identifying data in conversation and newspapers. • Learners can use strategies for classifying data into information (i.e. sorting and classifying)
Strand	Word Processing
Sub strand	Data Sources And Usage
Teaching/ Learning Resources	Photographs, audio recordings, videos, published books, newspapers
Core Competencies: Creativity and innovation. 2. Communication and collaboration 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>Let learners solve this brain teaser</p> <p>A farmer is travelling with a fox, a goose and a bag of beans. During his journey, he comes across a river with a boat to cross it. The farmer can only cross with only one thing at a time. If he left alone together, the fox will eat the goose or the goose will eat the beans. How does the farmer get everything across the river safely?</p>	<p>Guide learners to discuss strategies, which can be used to identify data and information.</p> <p>Use different approaches to aid identify data in conversation and newspaper e.g. grouping students, role play etc.</p> <p>Guide learners to identify and record data in the different forms (e.g. age, shoe size, etc.)</p> <p>Assist learners to extract and classify the relevant data into information.</p>	<p>Ask learners series of questions to review their understanding in the lesson.</p> <p>Learners to record the number of pupils from B1 to B6.</p> <p>Learners to record the number of teachers into male and female</p>