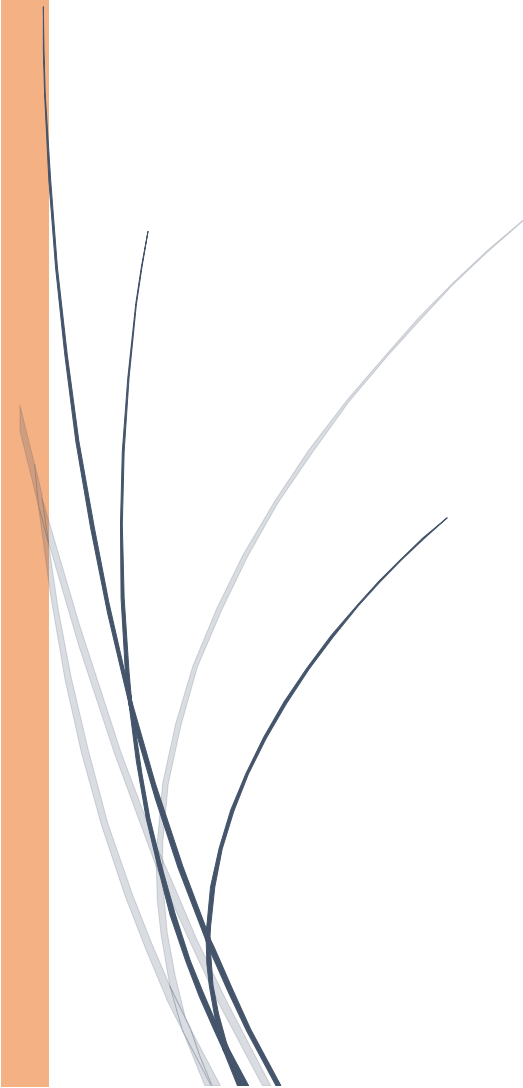




SAMPLE LESSON NOTES-WEEK THREE(3)
BASIC FIVE



Fayol Inc.
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SCHEME OF LEARNING- WEEK THREE (3)

BASIC FIVE

Name of School.....

Week Ending	24 th January 2020					
Class	Five					
Subject	ENGLISH LANGUAGE					
Reference	English Language curriculum Page					
Learning Indicator(s)	B5.1.6.1.1. B5.2.6.1.1. B5.3.5.1.2. B5.4.10.1.1. B5.5.5.1.1. B5.6.1.1.1					
Performance Indicator	<p>A. Learners can describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly</p> <p>B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in spoken and written communication</p> <p>C. Learners can use appropriate subject-verb agreement:</p> <p>D. Learners can create settings, characters and at least one plot in a narrative text,</p> <p>E. Learners can use comparative forms of regular and irregular adjectives to make comparisons</p> <p>F. learners can read a variety of age- and level appropriate books and present at least a-three-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 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)			
Monday	<p>Engage learners to play “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>cake</td> <td>rake</td> <td>king</td> </tr> </table> <p>The child determines which word doesn't rhymes and tells it to 'get out of the wagon'</p>	cake	rake	king	<p>A.ORAL LANGUAGE (<i>Conversation, talking about oneself, family, people, places, customs etc.</i>)</p> <p>Discuss some important personalities in the community,</p> <p>Ask pupils to mention the regions in the country.</p> <p>Assessment: In groups, have learners talk about important places in in each region.</p> <p>Have groups read their findings to the class.</p> <p>Encourage the class to ask questions for clarification of ideas</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
cake	rake	king				
Tuesday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without</p>	<p>B.READING (<i>Vocabulary</i>)</p> <p>Explain to learners that function words glue pieces of sentences together into</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>			

	<p>breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>long patterns. In other words they express a grammatical or structural relationship with other words in a sentence.</p> <p>Examples of function words are determiners, conjunctions, prepositions, auxiliary verbs, modals etc.</p> <p>Content words are words with specific meanings such as nouns, adjectives, adverbs and main verbs. e.g. The sly brown fox jumped over the lazy dog.</p> <p>In groups learners identify and work out the meanings of content words in texts read.</p> <p>Assessment: Have them use these words in sentences.</p>	<p>Let learners read and spell the keywords written on the board</p>
Wednesday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>"It's Raining, It's Pouring"</u> It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p><u>C. GRAMMAR</u> (verbs)</p> <p>Review subjects and verbs in simple sentences.</p> <p>Use examples to introduce and explain subject-verb agreement. Example. The dog barks at the boy. If the subject is changed to plural, 's' is added- the dogs bark at the boy.</p> <p>Assessment: Present sentences with missing subjects and others without verbs for learners to complete.</p> <p>Introduce drills e.g. a completion drill to give further practice.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Thursday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>MINGLE MINGLE</u> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together)</p>	<p><u>D. WRITING</u> (Narrative Writing)</p> <p>Guide learners to choose a topic, e.g. My visit to Ghana International Airport</p> <p>Help learners to determine the setting and develop ideas for the narrative</p> <p>Assessment: Allow learners to put all their ideas into writing as you</p> <p>Learners read their narratives for corrections and feedback.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Let learners read and spell the keywords written on the board</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p>	<p><u>E. WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Qualifying Words – Adjectives)</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

	<p><u>GOOSEY GOOSEY GANDER</u> Goosey goosey gander Where shall I wander Upstairs and downstairs And in my lady's chamber There I met an old man Who would not say his prayers I took him by the left leg And threw him down the stairs.</p> <p>Guide learners to choose and read books during the library period</p>	<p>using the positive comparative and superlative forms of adjectives</p> <p>learners to describe the members of their nuclear families demonstrating their knowledge of the positive, comparative and superlative forms</p> <p><u>F.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a- three-paragraph summary of the book read.</p>	<p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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Week Ending	24 th January 2020		
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.1.2.3.1 B5.1.2.4.1		
Performance Indicator	<ul style="list-style-type: none"> • Learners can determine basic division fact up to 81 • Learners can divide 3-digit numbers by 1-digit number efficiently 		
Strand	Number		
Sub strand	Number Operations		
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	<p>Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards.</p> <p>Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line.</p>	<p>Investigate numbers that are multiples of 3 and 4</p> <p>How do you know a number is divisible by 3 and 4 (This is also known as the divisibility test).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Tuesday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Investigate numbers that are multiples of 6 and 8</p> <p>How do you know a number is divisible by 6 and 8(This is also known as the divisibility test).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Wednesday	<p>Give out number cards (from 1-20) to learners at random. Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Investigate numbers that are multiples of 9.</p> <p>How do you know a number is divisible by 9? (This is also known as the divisibility test).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Thursday	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair.</p>	<p>Investigate numbers that are multiples of 3,4, 6, 8 and 9.</p> <p>How do you know a number is divisible by 3, 4, 6, 9? (This is also known as the divisibility test).</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

	<p>Have a partner to toss the dice and the other add up the two numbers that shows up.</p> <p>Play the game in groups to encourage competition</p>		<p>Give learners individual or home task.</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>Division as repeated subtraction (using the long division method).</p> <p>Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

Week Ending	24 th January 2020
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page 23
Learning Indicator(s)	B5.3.2.1.1
Performance Indicator	Learners can Identify the components of the solar system (sun, earth, moon, other planets, satellite)
Strand	Systems
Sub strand	The Solar System
Teaching/ Learning Resources	Model shapes of sun, moon and stars
Core Competencies: Digital Literacy Creativity and innovation Personal development and leadership Communication and Collaboration. Critical Thinking and Problem-Solving	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Present learners with a chart, model or video depicting the solar system or draw the solar system on the board, using different colors to illustrate the different bodies.</p> <p>Learners recite the poem, “I see the moon, and the moon sees me”.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.</p> <p>The class is allowed to pose questions to the leaders. The group who summarizes well wins</p>	<p>Initiate a discussion on the importance of the sun to life on earth.</p> <p>Explain to the learners that the earth orbits (moves around) the sun, leading to changes in seasons (it takes a year for the earth to move around the sun).</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending	24 th January 2020		
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 32		
Learning Indicator(s)	B5.2.4.1.1.		
Performance Indicator	Learners can explain the features of rural settlements		
Strand	All Around Us		
Sub strand	Population And Settlement		
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)
	<p>Write nine key words used in the previous lesson, in boxes on the board.</p> <p>Challenge students to make a (historically accurate) sentence of at least three lines or a short paragraph using them all</p>	<p>Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market.</p> <p>Let learners use features to describe urban and rural settlements.</p> <p>Learners to identify rural and urban settlements on a map.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Learners form two circles such that a small circle is within a bigger circle. Members in the small circle face members in the bigger circle, and ask them questions to answer on the previous lessons.</p>	<p>Learners in groups talk about the main activities in the rural and urban settlements of Ghana.</p> <p>What they do to get food and money e.g. rural settlement: crop farming, animal rearing, hunting</p>	<p>Ask learners to tell the class, what is so special about their religion</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	24 th January 2020		
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 39		
Learning Indicator(s)	B5.2.2.1.1		
Performance Indicator	Learners can Identify the moral significance of sacred passages and oral traditions in the three main religions		
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.			
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>Divide the class into groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson.</p> <p>Have the group's exchange the papers and solve the questions on them. The first group to get every question correct wins!</p>	<p>Call learners to recite their bible quotations given them in the previous lesson.</p> <p>Let learners isolate moral elements that can be found in the passages and narratives:</p> <p>Examples: this reinforces trust in God, helps to control stress, gives hope, guides our behaviors, etc.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending	24 th January 2020		
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page 33		
Learning Indicator(s)	B5.4.2.1.1		
Performance Indicator	Learners can Identify the developments in education during the colonial era (1874-1957).		
Strand	Colonization and Developments under Colonial Rule in Ghana		
Sub strand	Social Developments Under Colonial Rule		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: As learners use evidence to analyze and reconstruct the developments during the colonial period, they develop critical thinking skills			
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>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>Recall the role of the important people in the community and the country who played key role in the educational sector.</p> <p>In the community it can be the Assembly Man, a philanthropist, MP, an NGO or an individual.</p> <p>In the country it can individuals (e.g. Dr Kwegyir Aggrey), education minister, president etc.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Students start in a line at the back of the classroom and take one step forward for each question they answer correctly, sentence finished, or word guessed. The first to the front wins</p>	<p>Show a video or display pictures of such people in the class.</p> <p>Let learners talk about the pictures.</p> <p>Learners to act parts of the video.</p> <p>Assessment: Engage learners to match pictures to names of individuals and say quote from them.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

Week Ending	24 th January 2020
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B5 1.2.2.2 B5 1.2.3.2
Performance Indicator	Learners can experiment with available relevant visual arts media and methods to create own visual artworks
Strand	Visual Arts
Sub strand	Planning, Making and Composing
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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to play games and sing songs to get them ready for the lesson.	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a photo collage. Guide learners to make a simple photo collage	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Allow learners to practice in groups following the steps 1. select photos with a theme to create a story line. 2. arrange photos to depict the story 3. customize boarders. Add color, texture and patterns. 4. add text Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending	24 th January 2020
Class	Five
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 38
Learning Indicator(s)	B5.1.7.1.1-2
Performance Indicator	<ul style="list-style-type: none"> • Learners can demonstrate and say expressions that show courtesy • Learners can demonstrate non-verbal behavior that depict courtesy
Strand	Oral Language (Listening and Speaking)
Sub strand	Talking about Oneself, Family, People and Places
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>Show a video or pictures to learners that exhibits some courtesy behavior.</p> <p>Learners are to talk about and relate to the video or pictures.</p> <p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Discuss the video with learners.</p> <p>Let learners mention some of the words/ expressions heard from the video that indicate courtesy.</p> <p>Allow learners to write the expressions on the board.</p> <p>Call learners to read the expressions aloud.</p> <p>Saying “Please”. “I am sorry.” “thank you.” “Excuse me.”</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Call learners to role play showing courtesy using “Please”. “I am sorry.” “thank you.” “Excuse me.”.</p> <p>Let Learners talk about the sketch.</p> <p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Ask learners to mention other courtesies known to learners.</p> <p>Let learners mention situations where courtesy is demanded.</p> <p>Demonstrate some behavior of courtesy with some of the learners in a mentioned situation.</p> <p>Direct learners to demonstrate behaviors that indicate courtesy in other situations individually or in groups.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Sing songs and recite familiar rhymes to begin the lesson</p>	<p>Demonstrate some non-verbal behaviors of courtesy.</p> <p>Ask learners to discuss the non-verbal action performed.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>

		<p>Listen and write some of the expressions that resulted from the discussion with learners.</p> <p>Direct learners to demonstrate non-verbal behaviors that depict courtesy.</p> <p>In groups, allow learners to tell what the non-verbal action depicts in groups.</p>	
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Week Ending	24 th January 2020		
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 59		
Learning Indicator(s)	B5.1.8.1.9:		
Performance Indicator	Learners can catch a ball below the waist and away from the body while jogging and running.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners will develop personal skills and core competencies such as agility, concentration, coordination, creativity, agility, strength and balance.			
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 jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up.	Learners start with general and specific warm-ups. Group learners in pairs with a ball stand at appropriate distance apart facing each other. Learners perform throwing and catching ball below the waist and away from the body level as they move from one point to the other. Supervise them and give the feedback to improve their performance. Learners play handball, netball or basketball game..	End the lesson with cool down

Week Ending	24 th January 2020
Class	Five
Subject	COMPUTING
Reference	Computing curriculum Page 18
Learning Indicator(s)	B5.3.1.1.2.
Performance Indicator	Learners can Illustrate the use Insert, Design and Layout.
Strand	Word Processing
Sub strand	Introduction To Word Processing
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)
	Show learners pictures or short videos on current trends of technology in the world	<p>Guide the learners to create and format a document.</p> <p>Let learners create a document by writing a two-paragraphed sentences</p> <p>Guide learners to use File menu, Insert, Design and Layout Ribbon in formatting the document</p>	Teacher goes round the class to monitor the progress of learners based on the task given them