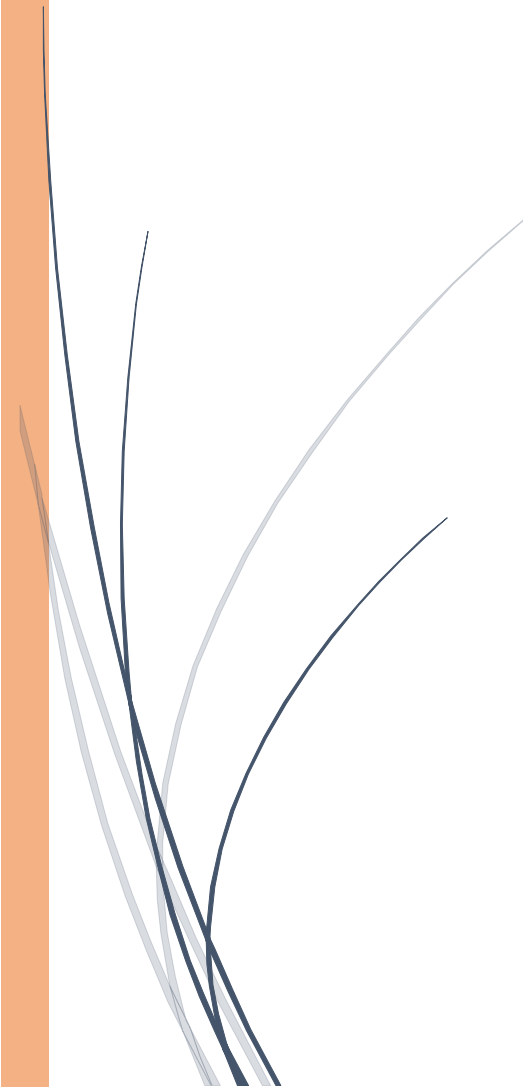




SAMPLE LESSON NOTES-WEEK THREE(3)
BASIC SIX



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SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

BASIC SIX

Name of School.....

Week Ending	24 th January 2020		
Class	Six		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B6.1.6.1.1. B6.2.6.1.1 B6.3.5.1.3. B6.4.9.3.2. B6.5.5.1.1 B6.6.1.1.1		
Performance Indicator	A. Learners can describe/talk about objects/personalities/ events in the country and the world B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication C. Learners can use different forms of verbs D. Learners can edit/proofread draft, checking capitalization, usage, punctuation and spelling E. Learners can use superlative forms of regular and irregular adjectives to make comparison F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read		
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	Learners to sing songs and play games to get them ready for the lesson <u>There Was a Crooked Man"</u> <u>Lyrics</u> There was a crooked man, and he walked a crooked mile. He found a crooked sixpence upon a crooked stile. He bought a crooked cat, which caught a crooked mouse, And they all lived together in a little Crooked house.	<u>A.ORAL LANGUAGE</u> (Conversation, talking about oneself, family, people, places, customs etc.) Revise previous discussions on the following: i. Objects – objects found in class, at home etc. ii. Dates – dates of birth. iii. Time – various times at school in the day e.g. break time. iv. Names of regions – Central, Ashanti, Northern, etc. Lead a discussion on: i. Personalities – e.g. role models, MPs, head of institution ii. Event – festivals, games, special occasions e.g. Christmas Guide learners to use appropriate vocabulary in the discussion. Encourage learners to ask and answer questions for clarification of other learners' opinions.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners read and spell the keywords written on the board

Tuesday	<p>Engage learners to solve this riddle</p> <p>There are three houses. One is red, one is blue and one is white. If the red house is to the left of the house in the middle, and the blue house is to the right of the house in the middle, where is the white house?</p>	<p>B. <u>READING</u> (Vocabulary)</p> <p>Using examples, explain simply the two groups of words.</p> <p>Elicit sentences and have learners identify the two categories of words from their sentences.</p> <p>Have sentences on sentence strips on the board or cardboards and have learners identify the function words and content words.</p> <p>Have learners make meaningful sentences on their own and share with peers or in groups.</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>										
Wednesday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. 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.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p>C. <u>GRAMMAR</u> (verbs)</p> <p>Irregular verbs don't follow the typical verb conjugation pattern, such as leaving the verb intact while adding an "ed" or "ing".</p> <p>Example:</p> <table><tr><td>Base form</td><td>Past form</td></tr><tr><td>Eat</td><td>Ate</td></tr><tr><td>See</td><td>saw</td></tr><tr><td>Go</td><td>went</td></tr><tr><td>Grow</td><td>Grew</td></tr></table> <p>Encourage learners to use verbs in sentences E.g.: I asked my friend to read the story.</p> <p>Assessment: Learners to use irregular forms of verbs to describe how they celebrated the Christmas holidays.</p>	Base form	Past form	Eat	Ate	See	saw	Go	went	Grow	Grew	<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>
Base form	Past form												
Eat	Ate												
See	saw												
Go	went												
Grow	Grew												
Thursday	<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>D. <u>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 supervise</p> <p>Learners read their narratives for corrections and feedback.</p>	<p>Have learners pick up their clean draft and check for conventions. E.g. errors in capitalization, punctuation and spelling.</p>										
Friday	<p>Engage learners in a debate on the topic. "should children be allowed to watch television or not at all"</p>	<p>E. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using Qualifying Words-Adjectives)</p> <p>Revise adjectives by having learners describe various classroom objects and people.</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>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</p> <p>F. <u>EXTENSIVE READING</u></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>Guide learners to choose and read books during the library period</p>		<p>Encourage them to visit the local library to read and borrow books.</p>


Week Ending		24 th January 2020	
Class		Six	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 126	
Learning Indicator(s)		B6.1.2.3.1	
Performance Indicator		Learners can determine basic division fact up to 81	
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	Call out a number between 1 and 6. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Perform activities to investigate numbers that are multiples of 6 and 8, Guide learners to Investigate numbers that are multiples of 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	Perform activities to investigate numbers that are multiples of 9 and 11. Guide learners to Investigate numbers that are multiples of 9 and 11.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Wednesday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	How do you know a number is divisible by 6 and 8. Learners through several activities test for numbers that are divisible by 6 and 8.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Thursday	Call out a number between 1 and 15. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.	How do you know a number is divisible by 9 and 11? Learners through several activities test for numbers that are divisible by 9 and 11	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Friday	Engage learners to sing the song	Draw a 6 by 6 multiplication chart and use it as a game board	Ask learners to tell you what they have learnt and

	<u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	to play the 3-in-a-line game with a pair of dice or playing cards. 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	what they will like to learn in the next lesson Give learners individual or home task.
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Week Ending		24 th January 2020	
Class		Six	
Subject		SCIENCE	
Reference		Science curriculum Page 38	
Learning Indicator(s)		B6.3.2.1.1:	
Performance Indicator		Learners can explain the difference between a star, a planet and a 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			
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)
	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. The student who guess right wins, and hence introduce the lesson.	Show videos, models or pictures of the solar system and engage learners to identify the planets in the system. Draw the solar system on the board, using different colors to illustrate the different bodies.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Have learners form a circle and stand at the center with a ball. All you have to do is to name a planet and pass the ball to the student. Let them toss it to another as they name a planet. If they repeat a word or cannot say any more words, they need to sit down. The last man standing wins!	Learners tell what they see when they view the sky during the night and during day time? Based on their answers, use the chart to explain that a star is a heavenly body that produces its own light and is stationary (does not move).	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		Six	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 52	
Learning Indicator(s)		B6.2.4.1.1.	
Performance Indicator		Learners can describe internal migration in Ghana	
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)
	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	Learners explain migration as the movement of people from one place to another with the intention of settling there. Migration may be individual, family units or large groups. Learners in groups discuss the patterns of internal migration in Ghana e. g. movement from the north to the south, movement from the south to the north, movement to commercial and industrial towns, movement to cash crop farming areas.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	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	Learners brainstorm the reasons for migration Ghana e.g. better living conditions, to find work, for marriage, Inadequate road networks, lack or inadequate social amenities (hospital, portable drinking water, schools and electricity).	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		Six	
Subject		RELIGIOUS & MORAL EDUCATION	
Reference		RME curriculum Page 51	
Learning Indicator(s)		B6 2.2.1.3	
Performance Indicator		Learners can explain the need for celebrating various festivals	
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)
	Sing songs and recite rhymes in relation to the lesson Play spelling games to get learners attention	Let learners mention the festivals celebrated in Ghana. Lead learners to talk about why festivals are celebrated: teacher about love and sacrifice, promote unity and brotherliness, etc. In groups, let learners to dramatize a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc. Assessment: Let learners write essays on the need for celebrating festivals. Lead learners to discuss their essays for suggestions and corrections.	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		Six	
Subject		HISTORY	
Reference		History curriculum Page 42	
Learning Indicator(s)		B6.5.2.1.1	
Performance Indicator		Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War	
Strand		Journey to Independence	
Sub strand		Formation of Political Parties	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
Core Competencies: Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills.			
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 pictures of some leaders of political parties in Ghana. Let learners relate to the pictures and recall what they remember in the 2016 presidential and parliamentary elections.	Learners map out specific roles in formation of the political party by leaders such as Kwame Nkrumah,(give a brief history about him and his contribution) J.B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta, Edward Akuffo Addo. (give a brief history about him and his contribution)	Ask learners to talk about what they enjoyed in the lesson. Learners in turns summarize what they learnt. Assessment: Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches
	show pictures ‘the Big Six to learners  Help learners to identify the names of personalities in the picture	Learners explain how these leaders became known as ‘the Big Six. Learners to role play the roles and contributions of the big six in the history of Ghana .	Learners in turns summarize what they learnt. Learners tell which of the personality influences them

Week Ending		24 th January 2020	
Class		Six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B6 1.2.2.2 B6 1.2.3.2	
Performance Indicator		Learners can brainstorm and generate designs for creating own visual artworks that reflect the physical and social environments of some communities in the world	
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 1: 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 recycled cardboard guitar. Guide learners to make a simple cardboard guitar	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. cut out 4 guitar shapes leaving one without a hole for the back 2. paint the front and back of your guitar 3. cut 5 length of strings. Make holes in the front section of guitar. 4. poke the string through and secure with sticky tape at the back. 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		Six	
Subject		GHANAIA N LANGUAGE	
Reference		Ghanaian Language curriculum Page 71	
Learning Indicator(s)		B6.1.7.1.1-3	
Performance Indicator		Learners can identify the nuclear family, extended family and Use appropriate terms to describe families.	
Strand		Oral Language	
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: Cultural identity and global citizenship, 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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches	Ask learners to mention the family members they live with. Discuss who a nuclear family comprises of. Display a picture of a family. Aid learners to recognize the nuclear family and mention the members in it.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Get a tall list of action words on it. Select a student to stand at the front of the room and act out a word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word	Display a picture or watch a clip of an extended family in class. Discuss the members of the family seen in the video. Explain the concept of the extended family to learners. Aid learners to recognize the extended family and mention some members in it.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	write a word vertically on the board. Each student must come up with a word starting with each letter of the vertical word.	With flashcards, write terms used in describing members of the family. Discuss the terms used to describe members with learners. Ask the learners to talk about their family using the appropriate terms. In groups, ask learners to act like a family and let learners use the appropriate terms to describe the families.	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		Six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page 72	
Learning Indicator(s)		B6.1.8.1.9:	
Performance Indicator		Throw and catch a ball with a partner while both partners are moving	
Strand		Motor Skill And Movement Patterns	
Sub strand		Manipulative Skills	
Teaching/ Learning Resources		Pictures and Videos	
Core Competencies: Learners personal and leadership skills and other competencies such as concentration, precision, coordination strength, balance etc.			
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)
	Take learners through general and specific warm ups	Demonstrate to learners with a ball to stand with the foot opposite the throwing hand forward. Let them stretch their hands backward but below the shoulder by bending the trunk sideways towards the stretched hand. Instruct them to swing the stretched arm with the ball forcefully and throw the ball to the target by moving the trunk briskly up and pointing non-throwing hand towards the direction of throw. After throwing, encourage the learners to move the hind leg forward for recovery/balance.	End the lesson with a cool down

Week Ending	24 th January 2020		
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 39		
Learning Indicator(s)	B6.5.1.1.1		
Performance Indicator	Describe Databases, Identify databases and data structures and Explain Fundamental Database concepts		
Strand	Word Processing		
Sub strand	Introduction To Databases, Algorithm And Programming. Languages		
Teaching/ Learning Resources	Pictures or projected images		
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)
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them.	Guide learners through discussion in groups, to list and describe databases. Guide learners to identify databases structures. i.e. database structure is the collection of record type and field type definitions that comprises of the database. Guide learners apply the fundamental database concepts to a sample database in a class discussion	Ask learners to talk about what they have learnt. Pose questions to learners to review their understanding of the lesson.