



SAMPLE LESSON NOTES-WEEK FOUR (4)
BASIC SIX



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**SCHEME OF LEARNING- WEEK FOUR
BASIC SIX**

Name of School.....

Week Ending	31 st January 2020
Class	Six
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B6.1.6.2.1. B6.2.6.1.2. B6.3.5.1.4. B6.4.9.3.2. B6.5.5.1.1 B6.6.1.1.1
Performance Indicator	<p>A. Learners can view and listen attentively and for a sustained period and record the key issues in the discussion</p> <p>B. Learners can use the following terms: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions</p> <p>C. Learners can use the simple present form of verbs in sentences: – for scheduled future actions. – for future possibilities or plans</p> <p>D. Learners can edit/proofread draft, checking capitalization, usage, punctuation and spelling</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</p> <p>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</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 sing songs and recite familiar rhymes</p> <p>ROLL THE BALL Roll, roll, roll the ball Roll, roll, roll the ball To the perfect size A mouth, a nose and two black eyes We have made a snow surprise</p>	<p>A. ORAL LANGUAGE (Conversation, Pg.157)</p> <p>Introduce and explain the activity.</p> <p>Demonstrate the activity/show or play it on the tape /video</p> <p>Have groups/pairs converse on given topics as others observe and critique/ask questions for clarification</p> <p>Encourage participants in a conversation to listen attentively and maintain eye contact.</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 learners to read and spell the key words on the board.</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>IT'S RAINING, ITS POURING It's raining, its 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>B. READING (Vocabulary Pg.172)</p> <p>Introduce the terms (idioms, similes, compound words, synonyms) one at a time using several examples.</p> <p>Let learners identify the terms in the texts and stories they read.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>

		Have learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful sentences.	
Wednesday	<p>Call learners in turns and have them say the color of each word! Don't say the word</p> <div style="border: 1px solid black; padding: 5px;"> <p>black white yellow green red blue yellow red black green white red white green red black yellow green black white yellow green red blue</p> </div>	<p>C. GRAMMAR (verbs Pg.187)</p> <p>Revise the simple present in context.</p> <p>Present an on-going situation to learners for them to report on it. E.g. A football game/match.</p> <p>Present similar situations for learners to describe using the simple present, in groups.</p> <p>Groups may write and present their work to the class.</p> <p>Use texts/sentences to introduce the use of the simple present for:</p> <ul style="list-style-type: none"> - scheduled future actions E.g. The bus leaves early tomorrow. - future possibilities or plans e.g. If he doesn't come early, we shall go without him. 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Let learners solve this brain teaser</p> <p>Two boxers are in a match scheduled for 12 rounds. No kicking and take downs were the rules. One of the boxers gets knocked down after only 6 rounds, yet no man throws a punch. How is possible?</p> <p>Answer: the two boxers are women</p>	<p>D. WRITING (Narrative Writing Pg.203)</p> <p>Have learners pick up their narratives and check for conventions. E.g. errors in capitalization, punctuation and spelling.</p> <p>Take learners through the writing process</p> <p>Learners to rewrite the narrative taking notice of all the corrections made.</p>	<p>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>Teacher writes a word on the board. Learners are supposed to replace the third letter in the word to form a new word Example : M A K E = MARE,MALE, MATE</p> <p>Learners do this in turns or in groups to create competition</p>	<p>E. WRITING CONVENTIONS & GRAMMAR USAGE (Using Adjectives Pg.215)</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives (positive, comparative and superlative)</p> <p>Examples: i. I have a blue pen (positive) ii. Kofi is taller than Kweku (comparative) iii. Henry and Obeng are good, but Asare is better. Which of the three is best? (superlative)</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 learners to read and spell the key words on the board</p>

	<p>Guide learners to choose and read books during the library period</p>	<p>F. EXTENSIVE READING 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>Encourage them to visit the local library to read and borrow books</p>
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Week Ending	31 st January 2020		
Class	Six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 126		
Learning Indicator(s)	B6.1.2.4.1		
Performance Indicator	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	Solve some examples on previous lesson to review their understanding	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	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	Play games with learners to get them ready for the lesson	Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division method	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	Solve some examples on previous lesson to review their understanding	Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division method	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	Play games with learners to get them ready for the lesson	Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division scaffolding method	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	Solve some examples on previous lesson to review their understanding	Guide learners to divide 3-digit numbers by 1-digit number efficiently using the long division scaffolding method	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

Week Ending	31 st 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)
	Engage learners to sing rhymes <u>I SEE THE MOON</u> I see the moon, And the moon sees me, God bless the moon, And God bless me. Play games with learners to begin the lesson	Using the solar system as an example, guide learners to understand that a planet is a body that moves around a star (e.g. the earth and the other planets move around the sun). Similarly, explain to learners that a satellite is a smaller body that moves around a bigger one, e.g. the moon is a satellite of the earth.	Ask learners questions to review their understanding of the lesson. Example: name the all eight planets we have. Learners in turns, summarize the lesson.
	Use questions to review learners understanding in the previous lesson	Engage learners in a game that mimics the solar system (e.g. place a chair at the center of the football field with one learner to represent the sun. Now ask 8 learners to go around the chair in circles to represent the planets).	Learners in turns tell what they enjoyed most in the lesson. Review the lesson by engaging learners to sing songs


Week Ending	31 st 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)
	<p>Let learners sing songs to stimulate their interest</p> <p>Use questions and answers to review what they learnt in the previous lessons</p>	<p>Learners show the migration pattern on a sketch map of Ghana.</p> <p>Learners brainstorm and come out with challenges associated with urban settlements: a) poor sanitation b) environmental pollution c) traffic congestion</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<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>In groups discuss measures that can be taken to solve challenges associated with rural and urban settlements. E.g. provision of social amenities in the rural areas, creation of job opportunities for both rural and urban areas.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending	31 st 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 discuss moral lessons from the 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)
	<p>Teacher writes an answer to a question. Students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object/number on the board.</p>	<p>Help learners recall the importance of festivals.</p> <p>Guide learners to discuss the moral lessons from festivals: - generosity, - hard work, - kindness, - endurance, - sacrifice, - reconciliation, - forgiveness, - bravery, - perseverance, - gratitude and thanksgiving, etc.</p> <p>let learners dramatize activities within festivals to show how the moral lessons in festivals reflect in their lives.</p> <p>In groups, let learners write essays on moral lessons in festivals and present their works for suggestions and corrections. Communication</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>

Week Ending	31 st 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, 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)
	<p>Read out excerpts from speeches made by important individuals in the country.</p> <p>Let learners relate to the speeches and share ideas on such speeches.</p>	<p>Show and discuss a documentary on the independence eve rally by the CPP.</p> <p>Discuss the events that took place during the night.</p> <p>Replay the speech of dr. Kwame Nkrumah for learners to listen.</p> <p>Put learners into groups to analyze the speech and present their findings to the whole class.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>
	<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>Have learners role play the events on the independence eve rally by the CPP.</p> <p>Observe the drama and provide feedback where necessary.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

Week Ending	31 st January 2020
Class	Six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B6.2.2.2 B6.2.2.3.2
Performance Indicator	Learners can brainstorm and generate ideas for creating own performing artworks that reflect the physical and social environments of some communities in the world
Strand	Performing 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)
	<p>show pictures of people performing the Indlamu dance to learners'</p> <p>let learners observe and talk about the pictures.</p> 	<p>Show learners a video or pictures of the Bamaaya dance.</p> <p><u>BAMAAYA DANCING TROUPE.</u> Bamaaya, meaning “the valley is wet”, is the most popular social music or dance among the inhabitants of Dagbon of Northern Ghana. The history of his classic dance which started as a religious musical performance underscores the philosophy and culture of the Dagombas towards women.</p> <p>Learners to observe the composition of the ensemble in the dance</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Let learners observe the roles played the drummers, flute players, the singers, as well as the dancers</p> <p>Learners to study and talk about their costume.</p> <p>Demonstrate how the dance movements are made and learners dance too.</p> <p>Organize with other members in the class and perform the Bamaaya dance.</p>	<p>Learners observe and appreciate the performance of others</p>

Week Ending	31 st January 2020		
Class	Six		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B6.2.7.1.1.-2		
Performance Indicator	Learners can summarize a given story/text and retell the story sequentially.		
Strand	Reading		
Sub strand	Silent reading		
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)
	<p>Have learners play “Pick and Read” game.</p> <p>Have learners pick word cards, blend the sounds and read one syllable words. Then the two write the word on the board.</p>	<p>Give learners a text to read.</p> <p>Let learners read a paragraph silently.</p> <p>Discuss how to do summary with the learners.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Ask a learner to summarize the paragraph read to the class.</p> <p>Make learners summarize a given short text and discuss the summary made from groups.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Give learners an interesting text to read.</p> <p>Let learners retell the story in the text in groups and then to the class.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

Week Ending	31 st January 2020		
Class	Six		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 72		
Learning Indicator(s)	B6.1.8.1.10		
Performance Indicator	Learners can show how to adjust body position to catch a ball thrown off-center		
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 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 5 minutes jogging to warm the body up	<p>Demonstrate the correct hand, arm, body, feet position in the catching.</p> <p>Learners relax their arms by sides and keep their forearms in front.</p> <p>Feet in a balanced stride position and eyes track the object throughout the catching action.</p> <p>Learners practice the skill at their own pace base on their capabilities and progress at their own pace.</p> <p>Learners adjust their performance base on the feedback from teacher and peers</p>	End the lesson with a cool down

Week Ending	31 st January 2020		
Class	Six		
Subject	COMPUTING		
Reference	Computing curriculum Page 39		
Learning Indicator(s)	B6.5.1.1.4-6		
Performance Indicator	<ul style="list-style-type: none"> • Learners can describe the basics of relational data model • Learners can identify the basics of logical database design • Learners can illustrate basics of relational algebra 		
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)
	<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>Lead learners to describe the basics of Relational Data model. i.e. rows and columns</p> <p>Guide learners to list the basics of logical database design and develop sample database design.</p> <p>Guide learners apply the basics of relational algebra in a sample database</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>