

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

SAMPLE LESSON NOTES-WEEK 8
BASIC FIVE

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
0547824419/0549566881

SCHEME OF LEARNING- WEEK 8

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.10.1.3/B5.1.10.2.1. B5.2.8.1.1. B5.3.9.1.1. B5.4.14.2.1. B5.5.9.1.2. B5.6.1.1.1.	
Performance Indicator		<p>A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress and tone</p> <p>B. Learners can infer meaning from level-appropriate texts</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write about incidence or events of the day and make radio/TV presentations</p> <p>E. Learners can construct compound sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books.</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Perform a familiar poem as learners listen and observe.</p> <p>Have learners discuss the recital with focus on intonation, stress and rhythm. Perform it again and have the class or groups do same.</p> <p>Individuals, pairs and groups now choose and perform their favorite poems.</p> <p>Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent.</p> <p>Discuss the differences and ask learners to tell the importance of clear speech.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>B. READING (Silent Reading)</p> <p>Have learners read silently. Let them stop and think about something different from the text.</p> <p>This is to make them know what to do when meaning is disrupted.</p> <p>Have them read silently for the meaning from the text.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>PUSSY CAT. PUSSY CAT.</u> Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there?</p>	<p>C. GRAMMAR (Modals)</p> <p>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could, would, should, ought to, will, shall, may, might and must</p> <p>may and might (might is past tense of may). Use may and might to talk about things that are possible or likely. e.g. May I borrow your pen</p>	<p>Provide sentences and let learners identify the modals used.</p> <p>i. Please may I see your ticket?</p> <p>ii. John may leave now, but Sally may not.</p> <p>iii. May Kenny come with us to the movies?</p>

	<p>I frightened a little mouse, under her chair.</p>	<p><i>We might go to the party later</i></p> <p>Illicit the modals in speech and let learners practice as well.</p> <p>With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>iv. Take an umbrella. It <u>might</u> rain.</p> <p>v. I <u>may</u> not have time to go swimming tonight.</p> <p>vi. We <u>might</u> go to the party later.</p>
Thursday	<p>Engage learners to play the Hangman game</p> <p>Think of a word and write the number of letters on the board using dashes to show many letters there are. Example: SCHOOL</p> <p>— — — — — Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Continue this until learners guess the word correctly.</p>	<p>D.WRITING (<i>Informative Writing</i>)</p> <p>Let learners watch TV news at home and write their own news from the pictures they see.</p> <p>Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class.</p> <p>Let each group choose one person to present the news.</p> <p>Have learners publish their works on the internet. Help learners to organize a radio or talk show</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Engage learners to play the “Board Race” game</p> <p>Divide the class into two teams and give each team a colored marker.</p> <p>Draw a line down the middle of the board and write a topic at the top.</p> <p>The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted.</p> <p>The team with the highest score wins!</p> <p>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>E.WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple and Complex Sentences</i>)</p> <p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p>F.EXTENSIVE READING</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>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.3.3.1
Performance Indicator	Identify examples of angles in the environment that are equal to, less than or larger than a right angle
Strand	Algebra
Sub strand	Angles
Teaching/ Learning Resources	Cut out angles
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>Can you work out what number will be at the top of the pyramid?</p>	<p>Review the definition of angles: angles as the region formed in a plane when two lines meet or cross, they form an Angle.</p> <p>Ask learners to identify angles in the classroom and compound. E.g. opening laptop, door, window, pair of scissors, pavement floor, etc.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Can you make a pyramid with 100 at the top?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. A right angle is an angle that has a measure of exactly 90°.</p> <p>Learners to construct a right angle using a pair of compasses and a rule only.</p> <p>Assessment: Draw angles on the board and let learners identify the right angles in them</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. An acute angle is an angle that has a measure less than 90°.</p> <p>Learners to construct an acute angle using a pair of compasses and a rule only.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

		Assessment: Draw angles on the board and let learners identify the acute angles in them	
Thursday	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. An obtuse angle is an angle that has a measure greater than 90° but less than 180°.</p> <p>Learners to construct an obtuse angle using a pair of compasses and a rule only.</p> <p style="text-align: center;">obtuse angle $90^\circ < \angle GHM < 180^\circ$</p> <p>Assessment: Draw angles on the board and let learners identify the obtuse angles in them</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p>	<p>Guide learners to identify angles in the classroom and compound. e.g. A straight angle is an angle that has a measure of exactly 180°.</p> <p>Learners to construct a straight angle using a pair of compasses and a rule only.</p> <p style="text-align: center;">straight angle $\angle JKL = 180^\circ$</p> <p>Assessment: Draw angles on the board and let learners identify the straight line angles in them</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	Five		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B5.5.2.1.2		
Performance Indicator	Identify causes, symptoms and prevention of cholera		
Strand	Humans & The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures or charts on causes, symptoms and control of chicken pox		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>Learners watch pictures and videos or images showing the causes, symptoms and prevention of cholera.</p> <p>Invite a local health officer or SHEP coordinator to give a presentation on cholera to the learners.</p> <p>Engage learners, in groups, to discuss the causes of cholera, using everyday scenarios, e.g. eating contaminated food and living in a dirty environment.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners are provided one large cardboard for all the groups to write different ideas on the causes, prevention and symptoms of cholera.</p> <p>Learners display the cardboard in the classroom.</p> <p>Learners to design a poster for causes, prevention and symptoms of cholera</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.3.1.1.		
Performance Indicator	Learners can identify ways of keeping water bodies safe		
Strand	Our Nation Ghana		
Sub strand	Responsible Use of Resources		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity.			
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 songs and play games to get them ready for lesson. Use questions and answers to review learners understanding in the previous lesson.	Learners discuss ways of keeping water bodies safe e.g. <i>i. Do not throw rubbish into water bodies,</i> <i>ii. Do not wash in water bodies,</i> <i>iii. Do not defecate in water bodies</i> Learners compose songs, slogans and create poster on how to keep water bodies safe.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Learners discuss ways of keeping water bodies safe e.g. <i>i. Do not throw rubbish into water bodies,</i> <i>ii. Do not wash in water bodies,</i> <i>iii. Do not defecate in water bodies</i> Learners compose songs, slogans and create poster on how to keep water bodies safe.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	Five		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B5 5.2.1.1:		
Performance Indicator	Discuss the importance of being a responsible member of the family.		
Strand	The Family, Authority & Obedience		
Sub strand	Roles Relationship in the family & Character Formation		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> - show commitment in family taking activities, - obedience to elders of the family, - respect for family members, - accepting responsibility (performing assigned duties), - taking initiatives, - helping needy relatives, etc. 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	Five		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B5.5.1.1.4		
Performance Indicator	Examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference		
Strand	Journey to Independence		
Sub strand	Early Protest Movement		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners in the design challenge game. Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference. <i>In 1929, he helped Joseph Casely Hayford found the gold coast youth conference and was secretary general from 1937 to 1947. In 1931, Danquah established the times of west Africa, originally called the of west Africa times, which was first daily newspaper in ghana published between 1931 and 1935.</i> Show learners pictures of the Danquah Circle in Accra for them to talk about it	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.
	Let learners share their opinions on the debate topic “technology has done more good than harm to education”	Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference Joseph Kwame Kyeretwie Boakye Danquah, born on 18 th december 1895, was a ghanaian statesman, pan-Africanist, scholar, lawyer, historian and one of the founding fathers of ghana. He played a significant role in pre and post-colonial ghana, which was formerly the Gold Coast, and is credited with giving ghana its name.	Ask learners to tell you what they have learnt. Let learners summarize the main points of the lesson. Give learners task to complete at home.

Week Ending			
Class	Five		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B5.2.4.6.3 B5.2.4.7.3		
Performance Indicator	Develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa		
Strand	Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools.		
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>Use questions and answers to review the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist.</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability 	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Call learners to recall some history facts about Bob Marley</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performed in class. e.g. creating and performing music excerpts from Bob Marley.</p> <p>Put learners into groups and let them create and perform music excerpts from Bob Marley as others observe.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

Week Ending			
Class	Five		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 55		
Learning Indicator(s)	B5.4.8.1.1-3		
Performance Indicator	Learners can write semi-formal letters using controlled composition.		
Strand	Composition Writing		
Sub strand	Letter Writing		
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>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Discuss letter writing and its structure with learners.</p> <p>Show a sample of a letter to learners to point out the structure and features.</p> <p>Discuss the features and types of letters.</p> <p>Explain to learners the structure of semi-formal letters.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Write a sample semi-formal letter on the board.</p> <p>Discuss the process involved in writing a semi-formal letter.</p> <p>Assist learners to understand the process in writing good semi-formal letters.</p> <p>Write a semi-formal letter on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p>Sea shells She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p>Assist learners to write semi-formal letters using controlled composition.</p> <p>Ask learners to point out the features and structure of the semi-formal letter written.</p> <p>Read a semi-formal letter to learners.</p> <p>Guide learners to write good semi-formal letters.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B5.3.4.3.4:		
Performance Indicator	Learners can perform standing bend and reach the knee with the forehead.		
Strand	Physical Fitness		
Sub strand	Flexibility		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills such as perseverance, muscular strength, muscular endurance, flexibility			
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>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Learners go through warm-up.</p> <p>Learners stand straight with shoulder apart.</p> <p>Arms by their sides tilt to one side of their body till the hand reaches the knees.</p> <p>Same should be done to the other side.</p> <p>Let them perform in pairs so that as one performs the other gives support.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	Five		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B5.6.7.1.3. B5.6.7.1.4.		
Performance Indicator	Learners can creating an email account.		
Strand	Internet And Social Media		
Sub strand	Electronic Mail		
Teaching/ Learning Resources	Computer sets, modem and Pictures		
Core Competencies: Creativity and innovation. 2. Communication and collaboration. 3. 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>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Guide learners to create email account (i.e. the possible steps).</p> <p>How do I create an email account?</p> <ol style="list-style-type: none"> 1. Log into the Control panel via www.one.com. 2. Click on the Email tile to open Mail Administration. 3. Click New account. 4. Enter the new email address that you want to create, and a password for the email account. 5. Click Save. <p>Guide learners to write messages, format text, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>