



WEEKLY SCHEME OF LEARNING-WEEK NINE (9)
BASIC FOUR

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WEEKLY SCHEME OF LEARNING- WEEK NINE (9)

BASIC FOUR

Name of School.....





Week Ending	8 th November, 2019.		
Class	Four		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B4.1.4.1.1. B4.2.4.1.1. B4.3.3.1.1. B4. 4.9.1.1 B4.5.4.1.1. B4.6.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> A. Learners can retell stories sequentially, including key details B. Learners can use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences C. Learners can identify and use different types of pronouns: D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organize ideas before writing E. Learners can use the singular and plural subjects and the verb forms that go with them F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of 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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners tell stories to class.</p> <p>Engage learners to sing songs and recite familiar rhymes</p>	<p>A. <u>ORAL LANGUAGE</u></p> <p>Tell and read a suitable story to the class e.g. "The Hawk and the Hen".</p> <p>Learners retell the story in detail.</p> <p>Have learners identify the parts of the story as beginning part, middle part and ending part.</p> <p>Through questioning, have learners discuss the various parts of the story</p>	Review the lesson with learners.



		i.e. beginning, middle and ending, as in the table below:	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. <u>READING</u></p> <p>Teach one diphthong at a time.</p> <p>Write words with each of the diphthongs on the board.</p> <p>Pronounce the words and have learners repeat after you.</p> <p>Learners come up with examples of words that have the diphthongs.</p> <p>Have learners identify these diphthongs as they read the words. E.g. ei - take oi - boy ai- why, try</p> <p>Assessment: Learners form their own sentences using words having diphthongs.</p>	<p>Review the lesson with learners.</p> <p>Listen to how students are sounding out diphthongs. If students need more help, give additional instruction on the specific diphthongs that seem to be throwing them off.</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. <u>GRAMMAR</u></p> <p>Interrogative pronouns – Introduce interrogative pronouns with several examples in context.</p> <p>Interrogative pronoun is a pronoun which is used to make asking questions easy.</p> <p>Examples of interrogative pronouns (who, what, which, where, whom etc.).</p> <p>Each one is used to ask a very specific question or indirect question. Pronouns such as “who” and “whom” is used to refer people.</p> <p>Provide a passage and have learners identify interrogative pronouns.</p> <p>Assessment: Let learners use interrogative pronouns in sentences</p>	<p>What have we learnt today?</p> <p>Identifying and using different types of pronouns</p> <p>Review the lesson with learners</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>D.WRITING</u></p> <p>Take learners through the writing process:</p> <p>Prewriting stage Put learners in groups of four (4). Each member suggests a topic.</p> <p>Each group discusses its topics and selects one.</p> <p>Each team presents their topic to the class and writes it on the board.</p> <p>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</p> <p>Invite groups to present their work and have the whole class give feedback.</p> <p>Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.</p> <p>Have learners use graphic organizers to organize the ideas generated. e. g. Brainstorming</p>	<p>Review the lesson with learners</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p style="text-align: center;"><u>E.WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Revise the simple present form of verbs and their use to agree with the subject they follow.</p> <p>Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school.</p> <p>Learners read their friendly letters in pairs.</p>	<p>Review the lesson with learners</p>

	<p>Guide learners to choose and read books during the library period</p>	<p>Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. E.g. we eats – we eat.</p> <p>Have learners do peer editing to identify and correct errors.</p> <p><u>F.EXTENSIVE READING</u></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a-two-paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Have learners to tell what they read to the whole class</p>
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Week Ending	8 th November, 2019.												
Class	Four												
Subject	MATHEMATICS												
Reference	Mathematics curriculum Page 30												
Learning Indicator(s)	B4.2.1.1.2												
Performance Indicator	Learners can determine the missing element(s) in a given table or chart												
Strand	Algebra												
Sub strand	Patterns and relationships												
Teaching/ Learning Resources	blocks												
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	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 30). Learners then show their fingers up to show the number	Provide students with a chart with missing numbers and ask them to identify the missing numbers and explain their reasoning What's the Pattern? Describe the pattern(s) on the following chart <table border="1" data-bbox="716 1220 1089 1444"> <thead> <tr> <th>No. of triangles</th> <th>No. of sides</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> </tr> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>3</td> <td>9</td> </tr> <tr> <td>4</td> <td>12</td> </tr> </tbody> </table> Learners will quickly see that the triangle column increases by 1 and that the side's column skip counts by 3s. Help them to see the relationship between the number of triangles and the corresponding number of sides.	No. of triangles	No. of sides	1	3	2	6	3	9	4	12	Review the lesson with learners
No. of triangles	No. of sides												
1	3												
2	6												
3	9												
4	12												

<p>Tuesday</p>	<p>Revise with learners on the previous lesson</p>	<p>Provide students with a chart with missing numbers and ask them to identify the missing numbers and explain their reasoning</p> <p>Look at the numbers provided in the table:</p> <table border="1" data-bbox="716 478 1089 648"> <thead> <tr> <th>Spiders</th> <th>No. of legs</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td>24</td> </tr> <tr> <td></td> <td>32</td> </tr> </tbody> </table> <p>Assessment: Guide learners to find the missing numbers in the spider column.</p> <p>Guide learners to find the missing numbers in the legs column? Why?</p> <p>Guide learners complete the chart</p>	Spiders	No. of legs	1		2		3	24		32	<p>Review the lesson with learners</p>
Spiders	No. of legs												
1													
2													
3	24												
	32												
<p>Wednesday</p>	<p>Revise with learners on the previous lesson</p>	<p>Provide students with a chart with missing numbers and ask them to identify the missing numbers and explain their reasoning</p> <p>Study the pattern below</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Fig1</p> </div> <div style="text-align: center;">  <p>Fig2</p> </div> <div style="text-align: center;">  <p>Fig3</p> </div> <div style="text-align: center;">  <p>Fig4</p> </div> </div> <table border="1" data-bbox="716 1440 1089 1610"> <thead> <tr> <th>Figure</th> <th>No. of boxes</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> </tr> <tr> <td>2</td> <td>5</td> </tr> <tr> <td>3</td> <td>8</td> </tr> <tr> <td>4</td> <td></td> </tr> </tbody> </table> <p>Assessment: Guide learners to study the figure pattern and complete the table</p>	Figure	No. of boxes	1	3	2	5	3	8	4		<p>Review the lesson with learners</p>
Figure	No. of boxes												
1	3												
2	5												
3	8												
4													
<p>Thursday</p>	<p>Revise with learners on the previous lesson</p>	<p>Provide students with a chart with missing numbers and ask them to identify the missing</p>	<p>Review the lesson with learners</p>										

		<p>numbers and explain their reasoning</p> <p>Study the pattern below</p>  <p>Fig1 Fig2 Fig3</p> <p>If this pattern continues, how many triangles and how many trapezoids will there be in Figure 8?</p> <p>Learners to create a table or chart to show the pattern.</p> <p>Learners to Identify the pattern rule.</p> <p>Assessment: Have learners to use the rule to solve the problem.</p>	
Friday	Revise with learners on the previous lesson	<p>Provide students with a chart with missing numbers and ask them to identify the missing numbers and explain their reasoning</p> <p>Study the pattern below</p>  <p>Fig1 Fig2 Fig3</p> <p>If this pattern continues, how many triangles and how many trapezoids will there be in Figure 8?</p> <p>Learners to create a table or chart to show the pattern.</p> <p>Learners to Identify the pattern rule.</p> <p>Assessment: Have learners to use the rule to solve the problem.</p>	Review the lesson with learners

Week Ending	8 th November, 2019.		
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page 6		
Learning Indicator(s)	B4.2.1.5.1		
Performance Indicator	Learners can demonstrate ways of making water safe for use		
Strand	Cycles		
Sub strand	Earth science		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Critical Thinking and Problem-Solving 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)
	Have learners watch videos and pictures of some water sources	Learners identify the sources of water in the community. Learners discuss qualities of good drinking water.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes Revise with learners on the previous lesson	Provide learners with samples of water from the following sources: rivers, wells, lagoons, boreholes, ponds and standpipe, etc. Learners brainstorm on how to make water safe for use.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes Revise with learners on the previous lesson	Learners, in groups, demonstrate the different ways of making water safe. For example, filtering, boiling, addition of iodine tablets, use of chlorine, and sand use of water filters, addition of alum, etc. Learners discuss the dangers of drinking unsafe water. Note: Teacher to supply materials for this activity. Precaution: Learners must not taste any of the water samples used in the lesson	Review the lesson with learners



Week Ending	8 th November, 2019.		
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 6		
Learning Indicator(s)	B4.2.1.1 .1.		
Performance Indicator	Learners can explain ways of making the environment safe		
Strand	All Around Us		
Sub strand	The Environment And The Weather		
Teaching/ Learning Resources	Pictures, word cards , chart an videos		
Core Competencies: 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)
	Have learners watch videos and pictures on making the environment safe	Learners talk about ways of ensuring safety in the environment e.g. keeping the environment clean, planting trees, good sanitation, good roads, safe drinking water, reduce usage of chemicals, reduce burning of things.	What have we learnt today? Ways of making the environment safe Ask learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes Revise with learners on the previous lesson	Show pictures and video clips on human activities that do not make the environment safe: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of the air and water bodies, throwing plastic bags around.	What have we learnt today? Ways of making the environment safe Ask learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes Revise with learners on the previous lesson	Learners in groups play games or engage in activities/projects that teach ways of ensuring safety in the community e.g. preventing flooding, preventing drowning, preventing fire outbreaks by putting off electrical gadget after use, make fire extinguisher available in homes, preventing road accidents, keeping the home and classroom or school clean, planting trees, recycling waste paper and plastics.	What have we learnt today? Ways of making the environment safe Ask learners to summarize the important points in the lesson

Week Ending	8 th November, 2019.		
Class	Four		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 26		
Learning Indicator(s)	B4.2.1.1.1		
Performance Indicator	Learners can name the various forms of worship.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship in the Three Major Religions in Ghana		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation 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)
	Engage learners to sing songs and recite familiar rhymes in relation to the lesson	Ask learners to mention the various forms of worship in the three main religious groups in Ghana: Christianity, Islam and Traditional. Let learners observe pictures depicting various forms of worship and discuss them. In groups, let learners write down the activities that go on during worship. Let learners dramatize the modes of worship among the three major religious groups.	Ask learners to summarize the important points in the lesson

Week Ending	8 th November, 2019.		
Class	Four		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B4.1.4.1.1		
Performance Indicator	Learners can describe the history of Ghana's major historical locations, specifically, Flagstaff house, Burma camp, James Town light house, Gbewa Palace, Larabanga Mosque etc.		
Strand	My Country Ghana		
Sub strand	Major historical location		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: They enhance their personal development, become creative, innovative and digitally literate			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners watch videos and pictures of Ghana's major historical locations,	With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built) Explain some of the uses to which these historical locations have been put since they were built. Match these historical locations to where they can be located	Ask learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes Revise with learners on the previous lesson	Show and discuss a documentary/ slides on these locations in Ghana Retell the stories behind some of the historical location including Flagstaff house, GBC, Burma camp, Kumasi military museum, Komfo Anokye Sword in Kumasi etc.	Ask learners to summarize the important points in the lesson

Week Ending	8 th November, 2019.		
Class	Four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B4 1.1.1.1 B4 2.1.1.1		
Performance Indicator	Learners can study and talk about visual artworks created by selected Ghanaian visual artist that reflect the history and culture of people of Ghana		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
Core Competencies: Critical Thinking Decision Making Creativity and Innovation Digital Literacy Communication			
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)
	Have learners to watch documentaries on artworks from Africa	Have learners to study the visual artworks (e.g. wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots) created by some Ghanaian visual artists (such as Amon Kotei, Theodosia Okoh, Ablade Glover, Oku Ampofo, Offei-Nyako, Kwame Amoah, Betty Acquah, Kofi Antubam)	Review the lesson with learners
	Give guidelines of how the project is going to be. Prepare and plan the days schedule	Learners to make their own wood carvings, printed fabrics, wall paintings, cartoons, posters, photographs, clay pots etc. based on the documentary watched	Review the lesson with learners

Week Ending	8 th November, 2019.		
Class	Four		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian language curriculum Page		
Learning Indicator(s)	B4.4.2.1.1 B4.4.2.1.2		
Performance Indicator	<ul style="list-style-type: none"> Learners can write a one paragraph story describing a past event. Learners can create a scene and write a short story on it. 		
Strand	Composition Writing		
Sub strand	Creative Writing		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation 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)
	Let learners sing a popular traditional song they know.	Share the class Readers/Reading books to learners and ask them to open to a page where there is a passage made up more than one paragraph. Lead learners to read the passage.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes Revise with learners on the previous lesson	Use the passage to assist learners to recognize a paragraph. Narrate a past event to learners and put them into groups to write a one paragraph story describing the event narrated to them.	Review the lesson with learners
	Show learners a short video.	In groups, let learners discuss the scenes they saw in the movie. Let learners write a short story on the scene they saw and read their story to the class. Discuss their stories with them.	Review the lesson with learners

Week Ending	8 th November, 2019.		
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 50		
Learning Indicator(s)	B4.3.1.3.1:		
Performance Indicator	Learners can Perform 15 minutes' brisk walk with music.		
Strand	Physical Fitness		
Sub strand	Strength		
Teaching/ Learning Resources	Drums, laptop, speakers		
Core Competencies: Learners develop personal skills, leadership and fitness by dancing 10 minute continuously dance with music for aerobic test.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Take learners through general and specific warm ups	<p>Brisk walking is a moderate-intensity exercise and has more benefits for fitness and reducing health risks than walking at an easy pace.</p> <p>How fast you must walk for it to be considered a brisk pace depends on your fitness level</p> <p>Learners swing their arms by walking briskly within a demarcated area at their own pace.</p> <div style="display: flex; justify-content: space-around;">   </div>	Review the lesson with learners

Week Ending	8 th November, 2019.		
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B4.1.2.1.6.		
Performance Indicator	Learners can create, name and rename a folder		
Strand	Introduction To Computing		
Sub strand	Introduction To MS-Windows Interface		
Teaching/ Learning Resources	Projected examples of personalized Desktop Background to learners with the aid of a projector or pictures.15		
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)
	Revise with learners on the previous lesson	Guide learners to create, name and rename a folder. Learners can practice with the keyboard only in the absence of the applications. Learners should be guided to play computer games to reinforce keyboard and mouse skills.	Review the lesson with learners