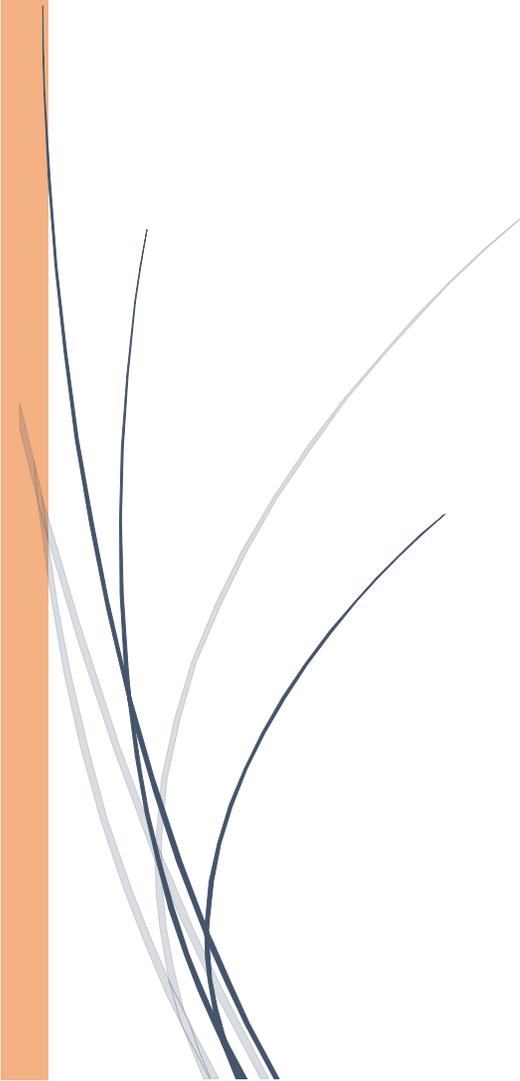




**SAMPLE LESSON NOTES-WEEK TWO(2)**  
BASIC FOUR



Fayol Inc.  
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## SAMPLE SCHEME OF LEARNING

### BASIC FOUR

Name of School.....

<b>Week Ending</b>	17 <sup>th</sup> January,2020.
<b>Class</b>	Four
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B4.1.5.1.1. B4.2.5.1.1. B4.3.5.1.1. B4.4.10.1.1. B4.5.5.1.1 B4.6.1.1.1.
<b>Performance Indicator</b>	A. Learners can role-play a story/play B. Learners can orally produce single-syllable words by blending sounds(phonemes), including consonant blends C. Learners can use different types of verbs: D. Learners can write about real or imagined experiences or events E. Learners can use adjectives to make comparisons F. Learners can learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership Communication and Collaboration	

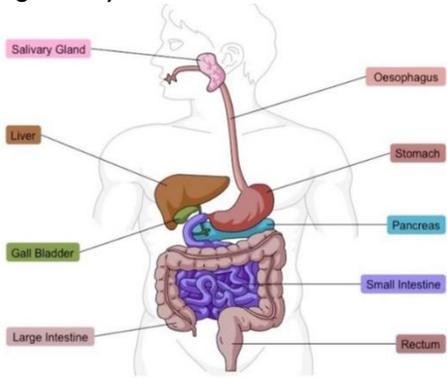
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	learners sing songs and recite familiar rhymes  <b>Peter Piper" Lyrics</b> Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked; If Peter Piper picked a peck of pickled pepper s. Where's the peck of pickled peppers Peter Piper picked?	<b>A. ORAL LANGUAGE</b> (Dramatization and Role Play)  Select a suitable story/play learners have heard or read e. g. Ananse and the Black Pot.  Have learners identify and discuss the characters and events/key issues in the play/story.  Assessment: Guide learners to role-play the key characters in specific scenes.	Interview and ask learners to share their feelings about the roles of their favorite characters  Learners to talk about the roles they played and why they will keep or changed it in the next drama.
Tuesday	Engage learners to play the "Tapping Out" Game.  Spread your fingers apart as learners do same. Each finger represents a letter sound of single-syllable words. Turn your back to the class and raise your right hand.	<b>B. READING</b> (Blends and Consonant Clusters)  Guide learners to play games like "Tapping Out" to bring out the single-syllable words.  Demonstrate blending by sounding out letters separately	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Write the blends on a series of small cards, one on each card.

	<p>Raise the index finger straight as learners watch. Bring the index finger down to meet the thumb as you make the sound. Use fingers to demonstrate blending.</p>	<p>and blending/bringing them together into syllables and words. e.g. <b>p-l-o-t</b> = plot, <b>b-l-a-c-k</b> = black <b>g-r-o-w</b> = grow</p> <p>Have learners identify words containing particular blends e.g. <b>bl, br, cr, cl, gr, gl</b></p>	<p>Call learners in turns to pick and make the sounds and form word with it.</p>
Wednesday	<p>learners sing songs and recite familiar rhymes</p> <p><b>"Ten In The Bed"</b> There were ten in the bed And the little one said, "Roll over! Roll over!" So they all rolled over and one fell out</p> <p><i>(continue till they all fall out)</i></p> <p>There was one in the bed And the little one said, "Alone at last!" "Good Night!"</p>	<p><b>C. GRAMMAR</b> (verbs)</p> <p>Have learners revise verbs by reading sentences from the board and identifying the verbs.</p> <p>Have learners write sentences with given verbs.</p> <p>Let learners read sentences with auxiliary verbs. e.g. i. The boy <u>is</u> going to school. ii. The girls <u>are</u> reading.</p> <p><b>Note:</b> An auxiliary verb is also known as a helping verb e.g. <i>is, are, am, was, and were</i></p> <p>Assessment: Have learners use auxiliary verbs in sentences and underline them.</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>Give learners class/ home task to underline verbs in given sentences in their workbooks.</p>
Thursday	<p>Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep</p>	<p><b>D. WRITING</b> (Narrative Writing)</p> <p>Guide learners to narrate an event they participated in e.g. my first day at school.</p> <p>Learners tell the story sequentially: beginning, middle and end.</p> <p>Help learners to determine the setting and develop the plot (events in the story).</p> <p>Assessment: Learners are grouped to write their own story based on a chosen experience agreed on by all.</p>	<p>Orally help 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>

		Learners to use first and third persons pronouns in their write up.	
Friday	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p> <p>Guide learners to choose and read books during the library period</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b>  <i>(Using Qualifying Words – Adjectives)</i></p> <p>Have learners identify adjectives in a given passage.</p> <p>Let learners write sentences using comparative and superlative forms of adjectives.</p> <p><b>F. EXTENSIVE READING</b></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>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Have learners present a-two-paragraph summary of the book read</p>

<b>Week Ending</b>	17 <sup>th</sup> January, 2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 7		
<b>Learning Indicator(s)</b>	B4.1.1.1.6. B4.1.1.2.1 B4.1.1.2.2 B4.1.1.3.1		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can skip count forwards and backwards in 50s and 100s up to and from 10000</li> <li>• Learners can develop an understanding of Roman Numeral system up XXX (i.e. 30)</li> <li>• Learners can count and convert Hindu Arabic numerals to Roman numerals up to 30 and vice versa</li> <li>• Learners can determine set of factors of a given numbers up to 50</li> </ul>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting, Representation And Cardinality		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square		
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Attention to Precision; Look for Patterns and Relationships			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class four We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class four can count very well.	Put learners into convenient groups.  A learner mentions a number and another skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out “240” .... Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out “1285” skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785....etc.	What have we learnt today?  We have learnt how to skip counting by 50s and 100s  Let learners solve several examples in their workbooks.
Tuesday	Ask everyone to imagine two birds. One named “prr” and the other named “Pukutu”.  If you call out ‘prr’, the students need to stand on their toes and move their elbows out sideways.  When you call out ‘pukutu’ the students have to stay still and may not move.  If a student moves, he is disqualified.	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number.  Challenge learners to identify or correct error  Eg1: 50,100,150,200,280,300 Eg2: 100,200,300,400,450,560,600 e.g3: 50,60,150,160,250,300,400,420	Can someone tell me what we have learnt today?  We have learnt how to skip counting by 50s and 100s  Let learners solve several examples in their workbooks

<p>Wednesday</p>	<p>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Display Roman numeral charts (1-30) arranged in sequential order and lead learners to identify the numerals.</p> <table border="1" data-bbox="667 285 1089 842"> <thead> <tr> <th>Number</th> <th>Roman Numeral</th> <th>Calculation</th> </tr> </thead> <tbody> <tr><td>0</td><td>not defined</td><td></td></tr> <tr><td>1</td><td>I</td><td>1</td></tr> <tr><td>2</td><td>II</td><td>1+1</td></tr> <tr><td>3</td><td>III</td><td>1+1+1</td></tr> <tr><td>4</td><td>IV</td><td>5-1</td></tr> <tr><td>5</td><td>V</td><td>5</td></tr> <tr><td>6</td><td>VI</td><td>5+1</td></tr> <tr><td>7</td><td>VII</td><td>5+1+1</td></tr> <tr><td>8</td><td>VIII</td><td>5+1+1+1</td></tr> <tr><td>9</td><td>IX</td><td>10-1</td></tr> <tr><td>10</td><td>X</td><td>10</td></tr> <tr><td>11</td><td>XI</td><td>10+1</td></tr> <tr><td>12</td><td>XII</td><td>10+1+1</td></tr> <tr><td>13</td><td>XIII</td><td>10+1+1+1</td></tr> <tr><td>14</td><td>XIV</td><td>10-1+5</td></tr> <tr><td>15</td><td>XV</td><td>10+5</td></tr> <tr><td>16</td><td>XVI</td><td>10+5+1</td></tr> <tr><td>17</td><td>XVII</td><td>10+5+1+1</td></tr> <tr><td>18</td><td>XVIII</td><td>10+5+1+1+1</td></tr> <tr><td>19</td><td>XIX</td><td>10-1+10</td></tr> <tr><td>20</td><td>XX</td><td>10+10</td></tr> </tbody> </table>	Number	Roman Numeral	Calculation	0	not defined		1	I	1	2	II	1+1	3	III	1+1+1	4	IV	5-1	5	V	5	6	VI	5+1	7	VII	5+1+1	8	VIII	5+1+1+1	9	IX	10-1	10	X	10	11	XI	10+1	12	XII	10+1+1	13	XIII	10+1+1+1	14	XIV	10-1+5	15	XV	10+5	16	XVI	10+5+1	17	XVII	10+5+1+1	18	XVIII	10+5+1+1+1	19	XIX	10-1+10	20	XX	10+10	<p>Can someone tell me what we have learnt today?</p> <p>We have learnt how to identify Roman numerals</p> <p>Give learners independent activity or home task to find the Roman numerals for given numbers in their workbooks</p>
Number	Roman Numeral	Calculation																																																																			
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<p>Thursday</p>	<p>Learners must count in reverse numbers in a range continuously without breaking. For example from (20 – 1).</p> <p>Divide the class into groups. One person from each group countdown the range without breaking.</p> <p>The group with the highest score wins!</p>	<p>Learners read the chart sequentially forwards and backwards, vertically (up and down), zigzag, diagonally and randomly without pointing to the numbers.</p> <p>Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write</p> <p>Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24</p>	<p>Review the lesson by giving learners more examples to solve.</p>																																																																		
<p>Friday</p>	<p>Let learners solve this</p> <p>Using only addition, how can you use eight eights to get the number 1000?</p> <p>Answer: 888+88+8+8+8</p>	<p>Learners make formation of sets of equal object from a given quantity.</p> <p>Learners pair grouping and the number of equal objects for each formation as factors</p> <p>Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1,2,3,4,6,12}</p>	<p>Review the lesson by giving learners more examples to solve.</p>																																																																		

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 8		
<b>Learning Indicator(s)</b>	B4.3.1.1.1		
<b>Performance Indicator</b>	Learners can know the organs of the digestive system and their functions		
<b>Strand</b>	Systems		
<b>Sub strand</b>	The Human Body System		
<b>Teaching/ Learning Resources</b>	Learners, Pictures, videos, paper, pencils, crayons		
<b>Core Competencies:</b> Digital Literacy Creativity and innovation Personal development and leadership Communication and Collaboration. Critical Thinking and Problem-Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	<p>Show videos, pictures and models of the digestive system.</p> <p>Learners to observe and talk about the pictures</p> <p>Have learners to relate to the pictures</p>	<p>Learners keenly observe the organs of the digestive system.</p>  <p>Explain to learners the functions of the various organs in the digestive system.</p>	<p>Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the digestive system?</p> <p>Ask learners to tell how they are apply what they have learnt in real life situation.</p>
	<p>Engage learners to play the crossword game</p> <p>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</p>	<p>Call Learners to randomly pick the parts of the digestive system on flashcards.</p> <p>Learners build the digestive system by arranging the parts in an orderly manner as they appear in the digestive system.</p>	<p>Ask learners to talk about what they have learnt.</p>
	<p>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 10		
<b>Learning Indicator(s)</b>	B4.2.3.1.1.		
<b>Performance Indicator</b>	Learners can map the school environment		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	Map Making And Land Marks		
<b>Teaching/ Learning Resources</b>	Map of Ghana, atlas, Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Let learners sing songs to stimulate their interest  Use questions and answers to review what they learnt in the previous lessons	Have Learners to identify the key features of the classroom environment e.g. cupboard, desks, teachers table, blackboard, etc.  Assessment: Learners draw a sketch map of the classroom and indicate key features on it	Ask learners to talk about what they enjoyed most during the lesson  Let learners tell how they are going to apply what they have learnt in real life
	Let learners sing songs to stimulate their interest  Use questions and answers to review what they learnt in the previous lessons	Learners identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory  Assessment: Learners draw a sketch map of the school and indicate key features on it	Ask learners to talk about what they enjoyed most during the lesson  Let learners tell how they are going to apply what they have learnt in real life

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 27 Golden RME page 58		
<b>Learning Indicator(s)</b>	B4.2.2.1.1		
<b>Performance Indicator</b>	Learners can discuss festivals in their neighborhood		
<b>Strand</b>	Religious Practices And Their Moral Implications		
<b>Sub strand</b>	Festivals In The Three Major Religions		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Respect, Commitment, Humility, Unity, Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Invite learners to sing some Christmas carols and songs  Let learners move, shake or hug one another as they sing the songs. This is to welcome everyone from the Christmas holidays into the new year.	Let learners recite texts and sing songs that accompany festivals celebrated in their communities.  Assessment: Put learners in groups to write activities that take place during festivals.	Give learners opportunity to talk about what they have learnt.  Elaborate more on learners ideas, by writing key points on the board.

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 24		
<b>Learning Indicator(s)</b>	B4.2.5.1.1		
<b>Performance Indicator</b>	Learners can Identify the role played by some traditional rulers in the national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	A map of Ghana showing major historical locations/ Resource person		
<b>Core Competencies:</b> The use of evidence to appreciate the significant contributions of some traditional rulers, learners become creative, innovative and digitally literate			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Use questions and answers to review previous lesson with learners  Example: name some queen mothers from the major ethnic groups.  Which ethnic group is Queen Dode Akaibi related to?	Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in Ghana's history.  <u>Ndewura Jakpa of Gonja</u> Sumaila Ndewura Jakpa was an African king, founder of a dynasty in Gonja, now northern Ghana, in the early 17 <sup>th</sup> century. He is remembered for his strength of diversity and inclusion. He conquered and captured vast areas, where he left behind his sons or loyal servants as chiefs. Etc.	Learners in groups chat and share their opinions on the character of Ndewura Jakpa  Learners to search the internet for more information about Ndewura Jakpa
	Engage learners to play games and sing songs to get them ready for the lesson	Let learners discuss some of her contributions  • He founded several towns and villages including the important market center of Salaga etc.  Assessment: learners to role play parts of the history of <u>Ndewura Jakpa</u>	Ask learners to talk about what they enjoyed most during the lesson  Let learners tell how they are going to apply what they have learnt in real life

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B4 2.1.1.1.		
<b>Performance Indicator</b>	Learners can study the performing artworks created by some Ghanaian performing artists that reflect the history and the culture of the people in Ghana		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners sing songs and recite rhymes about work.  Learners mention some visual artworks produced in Ghana.	Study the performing artworks (music, dance, drama/play, poetry) composed or performed by some Ghanaian performing artists  <u>Grace Omaboe</u> Grace Omaboe, also known as Maame Dokono, is a Ghanaian actress, television personality, author and a former politician. She runs the former peace and love orphanage which is now graceful grace school in Accra etc.  Assessment: Let learners watch two dramas of Grace Omaboe and analyze how she plays her role as an actress	Learners talk about what was interesting and made meaning to them in the lesson.  Learners retell the history of Grace Omaboe in groups
	Call learners to recall some history facts about Grace Omaboe.  Use series of questions to review their understanding in the previous lesson	Discuss with learners some of her influences she had on culture and environment with her performances • Obra series • By the fire side • Matters of the heart  Assessment: Let learners play a role like Grace Omaboe in a class organized drama	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

<b>Week Ending</b>	17 <sup>th</sup> January, 2020.
<b>Class</b>	Four
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page
<b>Learning Indicator(s)</b>	B4.1.6.1.1-2
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can narrate any interesting experiences in life.</li> <li>• Learners can respond/react to other peoples' stories or narratives.</li> </ul>
<b>Strand</b>	Oral Language
<b>Sub strand</b>	Conversation
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Engage learners to play the crossword game</p> <p>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</p>	<p>Ask learners to mention some traditional plays they know.</p> <p>Ask learners to sing the songs associated with the plays.</p> <p>Give an account of any interesting experience you have had in life as a teacher.</p> <p>Discuss the narrated experience with learners.</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>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Allow learners to also narrate any interesting experience they have had in life.</p> <p>Let learners narrate their experiences in life (it could be an experience at the hospital, school, home or the playing field).</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>Tell learners a few jokes to get their attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Discuss the experience narrated with learners.</p> <p>Let learners express their views on the experiences narrated.</p> <p>Lead learners to recognize the various positive reactions to other people's experiences.</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>

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 45		
<b>Learning Indicator(s)</b>	B4.1.8.1.8		
<b>Performance Indicator</b>	Learners can throw a flying disc for distance using the backhand movement pattern.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners develop personal skills and competencies such as accuracy, precision, coordination strength, balance, courage, patience as they Strike a self-tossed light weight ball with a paddle or racket to a partner			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	Take learners through general and specific warm ups.	Throw a tennis ball to a partner over a distance using the overhand throw technique.  Throw a flying disc (Frisbee disc) for distance, using the backhand movement pattern.  Let them perform in turns to acquire the right skill	Organize a game for learners to experience the skill in real-life situation.  End the lesson with a cool down

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Four		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 5		
<b>Learning Indicator(s)</b>	B4.1.3.1.3.-4		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can identify primary sources of information</li> <li>• Learners can demonstrate sending and sharing information to and from other gadgets. e.g., radio, fax, telephones calls, SMS etc.</li> </ul>		
<b>Strand</b>	Word Processing		
<b>Sub strand</b>	Data Sources And Usage		
<b>Teaching/ Learning Resources</b>	Photographs, audio recordings, videos, published books, newspapers		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> 10MINS <b>(Learner And Teacher)</b>
	<p>Write down a couple of words on cards.</p> <p>Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word.</p> <p>The group to get the highest score wins!</p>	<p>Guide learners in groups to discuss where one can get data and information and make a presentation on it to the class.</p> <p>Guide learners to mention or talk about where one can receive or share information in the community and the world as a whole.</p> <p>NB: recall content in B3 and add to this activity.</p>	<p>Ask learners series of questions to review their understanding in the lesson.</p> <p>Learners to record the number of pupils from B1 to B6.</p> <p>Learners to record the number of teachers into male and female</p>