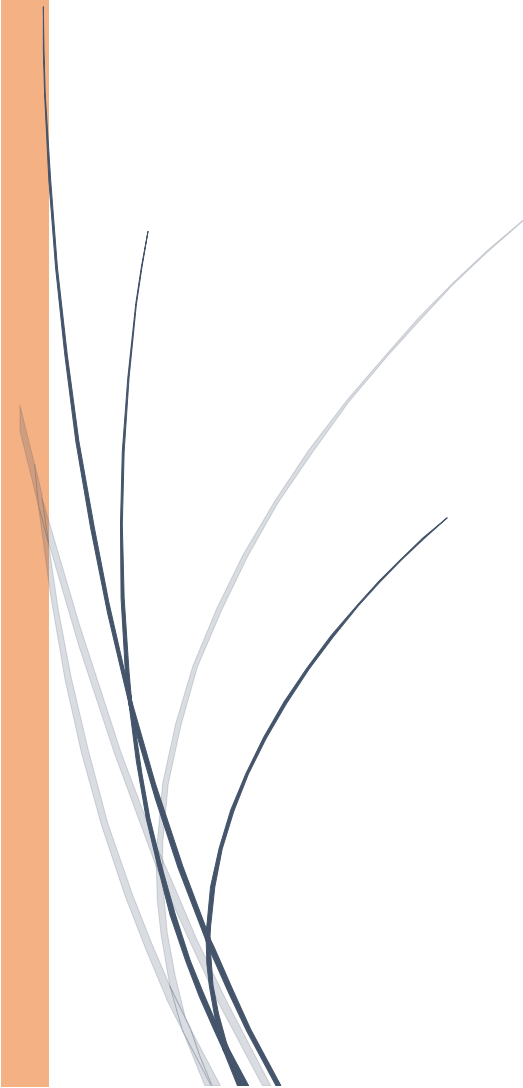




**SAMPLE LESSON NOTES-WEEK TWO(2)**  
BASIC SIX



Fayol Inc.  
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## SAMPLE SCHEME OF LEARNING

### BASIC SIX

Name of School.....

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Six		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English Language curriculum		
<b>Learning Indicator(s)</b>	B6.1.5.1.1. B6.2.5.1.1. B6.3.5.1.1. B6.4.9.3.1. B6.5.5.1.1 B6.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can dramatize/role-play whole/parts of stories or scenes</p> <p>B. Learners can orally produce three-syllable words by blending sounds (phonemes), including consonant blends</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</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>		
<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	<p>Learners to play games, sing songs and recite rhymes.</p> <p>Students start in a line at the back of the classroom and take one step forward for each question they answer correctly, sentence finished, or word guessed.</p> <p>The first to the front wins</p>	<p><b>A. ORAL LANGUAGE</b> (Dramatization and Role Play) Guide learners through discussion to identify some stories/scenes, events etc.</p> <p>Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.</p> <p>Have learners prepare and dramatize/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatization depicts selected theme.</p> <p>Ensure appropriate vocabulary use as well as correct pronunciation.</p>	<p>Interview and ask learners to share their feelings about the roles of their favorite characters</p> <p>Learners to talk about the roles they played and why they will keep or changed it in the next drama.</p>
Tuesday	<p>Learners to sing songs and recite familiar rhymes</p> <p><u>WE SHALL HAMMER</u></p>	<p><b>B. READING</b> (Blends and Consonant Clusters) Revise consonant blends and clusters using several spelling</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

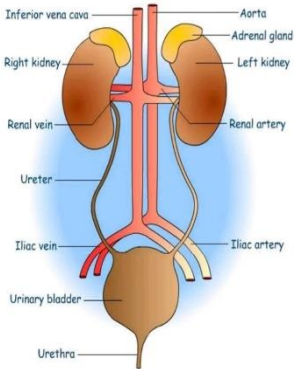
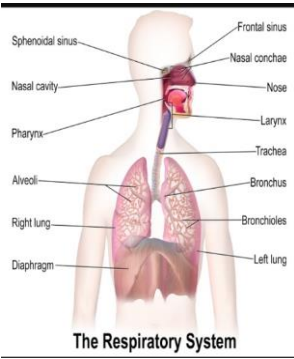
	<p>•We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same.</p> <p>•We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same.</p> <p>(continue to any desired number)</p>	<p>patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr.</p> <p>Drill the pronunciation of the consonant blends and clusters in isolation and in words.</p> <p>Learners work in groups to identify and list words having the blends and clusters.</p> <p>Have learners read the words in isolation and in context.</p>	<p>Write the blends on a series of small cards, one on each card.</p> <p>Call learners in turns to pick and make the sounds and form word with it.</p>
Wednesday	<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><b>C. GRAMMAR</b> (Verbs)</p> <p>Have learners identify verbs in sentences and use them in their own sentences.</p> <p>– Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <p>Choose a text (story) and have the learners work in groups to identify the main verbs.</p> <p>Assessment: Let each group select five of the verbs and use them in sentences.</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 to do the “popcorn” reading</p> <p>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. You can choose the reading order with a seating chart, or you can have each student pick the next person that will read aloud.</p>	<p><b>D. WRITING</b> (Narrative Writing)</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words and expressions that need to be cancelled.</p> <p>Guide learners with the questions below:</p> <p>iv. Are your ideas in order and easy to understand?</p> <p>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p>	<p>Teacher moves round the class to monitor the progress of learners in their write up.</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>
Friday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask the students</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Qualifying Words – Adjectives)</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>to write down as many items they remember on a piece of paper. Write a list of the items on the chalkboard and allow students to self-correct.</p> <p>Guide learners to choose and read books during the library period</p>	<p>Revise adjectives by having learners describe various classroom objects and people.</p> <p>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</p> <p><b>F.EXTENSIVE READING</b></p> <p>Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>Encourage them to visit the local library to read and borrow books.</p>
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<b>Week Ending</b>	17 <sup>th</sup> January,2020.																		
<b>Class</b>	Six																		
<b>Subject</b>	<b>MATHEMATICS</b>																		
<b>Reference</b>	Mathematics curriculum Page																		
<b>Learning Indicator(s)</b>	B6.1.1.1.5 -6																		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens</li> <li>Learners can Skip count forwards and backwards in 5000s, 10,000s etc. up to and from 1,000,000.</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; Personal Development and Leadership Attention to Precision																			
<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	<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 round off numbers to the nearest 10,000 For instance; 12,950 is approximately 13,000.</p> <p>Learners round up and round down to estimate sums and differences up to 10000.</p> <table border="1"> <thead> <tr> <th>214765</th> <th>Round up</th> <th>Round down</th> <th>Round off</th> </tr> </thead> <tbody> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214770</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </tbody> </table>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 10,000</p>
214765	Round up	Round down	Round off																
to the nearest ten	214770	214760	214770																
to the nearest hundred	214800	214700	214800																
to the nearest thousand	215000	214000	215000																
Tuesday	<p>Engage learners to solve this brain teaser</p> <p>A farmer has 19 sheep on his land. One day, a big storm hits and all but seven run away. How many sheep does the farmer have left?</p> <p>Answer: 7</p>	<p>Learners round off numbers to the nearest 1000. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences 1000.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on rounding off numbers to the nearest 1000</p>																
Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5</p>	<p>Learners round off numbers to the nearest 100 and 10. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p>	<p>Ask learners to talk about what they have learnt.</p>																

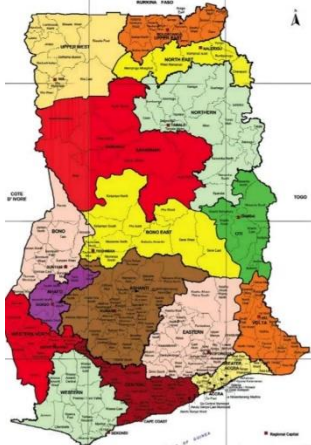
	<p>We count 6,7,8,9,10 We class five can count very well.</p>	<p>Learners round up and round down to estimate sums and differences 100.</p>	<p>Learners to solve more examples on rounding off numbers to the nearest 100 and 10</p>
Thursday	<p>Engage learners to solve this number pattern</p> <p>If: <math>2+2=44</math> <math>3+3=96</math> <math>4+4=168</math> <math>5+5=2510</math></p> <p>Then: <math>6+6=?</math></p> <p>Answer: 3612</p>	<p>Give two numbers between 10,000 and 1000,000 to each group and encourage learners to compare and say as many things as possible about the two numbers.</p> <p>For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675, or 234675 is almost 20000 less than 253874 etc.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Learners to solve more examples on skip counting by 500s</p>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class five We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class five can count very well.</p>	<p>Put learners into convenient groups. A learner mentions a number and another makes skip count in 5000s or 10000s to include the fifth count. For instance.</p> <p>Learner 1: Shout out "287940" Learner 2: 292940, 297940, 312940, 317940, etc.</p> <p>Learner 3; Shout out "827685" Learner 4; 817685, 807685, 797685, 787685, 777685....etc.</p> <p>Skip count forwards and backwards by 5000s and between 10000 and 100000, but make an error or leave out a number. Challenge learners to identify or correct error</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Let learners solve more examples</p>

<b>Week Ending</b>	17 <sup>th</sup> January,2020.
<b>Class</b>	Six
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page 8 excellence series page 55
<b>Learning Indicator(s)</b>	B6.3.1.1.1
<b>Performance Indicator</b>	Learners can explain the functions of organs in the excretory system of humans
<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	

<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 review the functions of some human organs.</p> <p>Show videos, pictures and models of the excretory system.</p>  <p>Learners to observe and talk about the pictures</p>	<p>Learners explain the need for activities such as breathing, urinating and sweating.</p> <p>With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans e.g. kidneys</p> <p>Explain to learners the functions of the various organs in the excretory system. Example: <b>kidneys:</b> they are responsible for getting rid of waste products etc.</p> <p>Assessment: In groups, let learners find out the excretory process involving the kidney.</p>	<p>Ask learners series of questions to review their understanding of the lesson Example: what is the importance of the respiratory system?</p> <p>Ask learners to tell how they are apply what they have learnt in real life situation.</p>
	<p>Start the lesson with a debate.</p> <p>Teacher chooses a topic or allow learners to choose their own topic. e.g. "should children under 18 be allowed to vote?".</p> <p>Elaborate on learners points and summarise the debate</p>	<p>With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans e.g. lungs</p> <p>Explain to learners the functions of the various organs in the excretory system. Example: <b>Lungs</b> takes oxygen from the environment and transfer it into the blood stream etc.</p>	<p>Ask learners to talk about what they have learnt.</p>  <p>The Respiratory System</p>

		Assessment: In groups, let learners find out the excretory process involving the lungs.	
	Use a series of questions to review the understanding of learners in the previous lesson	<p>Draw a diagram of the excretory system and cut out the various parts of the system into flash cards</p> <p>Assessment: Learners match the parts of the excretory system with their excretory products.</p> <p>Learners explain some biological terms, such as urea, kidneys, lungs and excretion</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Have learners to use clay moulds to mould the kidney and lungs of humans</p>



<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Six		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 51		
<b>Learning Indicator(s)</b>	B6.2.3.1.1.		
<b>Performance Indicator</b>	Learners can Identify the political regions on a sketch map of Ghana		
<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 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>Use questions and answers to review the previous lesson Example: what is regional capital of savannah region?</p> <p>How many regions are in Ghana?</p>	<p>Learners show the locations of the political regions on a sketch map of Ghana</p> 	<p>Teacher goes round to monitor the progress of learners based on the task given them</p> <p>Learners to match political regions with their regional capitals using flash cards.</p>
	<p>Use questions and answers to review the previous lesson</p>	<p>Observe a map of Africa and write out the countries, which border Ghana to the North, East and West.</p> <p>Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. "From Senegal to Gambia...Benin to Nigeria"</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>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 51		
<b>Learning Indicator(s)</b>	B6 2.2.1.2		
<b>Performance Indicator</b>	Learners can explain the need for celebrating various festivals		
<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>
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Let learners mention the festivals celebrated in Ghana.  Lead learners to talk about why festivals are celebrated: teaches about love and sacrifice, promote unity and brotherliness, etc.  In groups, let learners to dramatize a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc.  Let leaners write essays on the need for celebrating festivals.  Lead learners to discuss their essays for suggestions and corrections.	Ask learners to talk about what they have learnt.  Call learners to mention some Ghanaian festivals and the people that celebrate them

<b>Week Ending</b>	17 <sup>th</sup> January, 2020.		
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.2.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	Formation of Political Parties		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Using evidence to appreciate the role played by the leadership of political parties in the struggle for independence, learners develop a sense of national identity, leadership, communication, collaboration and creative skills			
<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	Discuss the formation of the United Gold Coast Convention (UGCC) in 1947.  The UGCC was founded by J. B. Danquah in August 4, 1947. The aim of the party was to bring about Ghanaian independence from their British colonial masters after the second world war. It was led by Paa Grant etc.  Assessment: learners discuss the aims of creating the political parties	Ask learners to tell you what they have learnt  Learners role play some of the characters in party formation  Let learners read and spell the keywords written on the board
	Let learners sing songs to stimulate their interest  Use questions and answers to review what they learnt in the previous lessons	Discuss the role played by the leaders of the UGCC and CPP in the struggle for independence  Learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lampitey, Ako Adjei, William Ofori Atta and Edward Akufo Addo.	Ask learners to tell you what they have learnt  Learners role play some of the characters in party formation  Let learners read and spell the keywords written on the board

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6 1.2.2.2		
<b>Performance Indicator</b>	Brainstorm and generate designs for creating own visual artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Visual 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 performing artworks produced in Ghana.	Play one of Bob Marely video clips for learners to watch and listen  Bob Marley was born on 6 <sup>th</sup> February 1945 in nine mile saint Ann Parish in Jamaica. His full name is Robert Nesta Marley etc.  Let pupils listen attentively to the instrumentations and the patterns  Discuss the performance style with learners	Learners talk about what was interesting and made meaning to them in the lesson.  Learners retell the history of Bob Marley in groups
	Call learners to recall some history facts about Bob Marley  Use series of questions to review their understanding in the previous lesson	Guide pupils to develop rhythmic motives from the instrumental patterns  Guide pupils to create and expand the motives  Let learners create music with the motives  Record performance of learners	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Learners watch the recorded performance and appreciate their own artworks

<b>Week Ending</b>	17 <sup>th</sup> January,2020.		
<b>Class</b>	Six		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 70		
<b>Learning Indicator(s)</b>	B6.1.6.1.1-3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can explore and say the names of cities in Ghana</li> <li>• Learners can explore or say some towns and villages in Ghana.</li> <li>• Learners can discuss the major rivers in Ghana</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> Cultural identity and global citizenship, 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>
	<p>Let learners find the rhyming pairs for these words. First unscramble the words</p> <p>1. RBAE &amp; HREAS 2. WNRODED &amp; UTRHNDE 3. TUGHAT &amp; HBTUGO 4. ODULC &amp; ODOG</p> <p>Answers: Bare &amp; Share Wonder &amp; Thunder Taught &amp; Bought Could &amp; Good</p>	<p>Show learners a current map of Ghana and mention some of the capital towns.</p> <p>Let learners point to and mention the names of cities on the map.</p> <p>Discuss some of the locations of the cities.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</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 learners to mention names of towns and villages they know.</p> <p>Assist learners to mention the names of some towns and villages in Ghana.</p> <p>Let learners discuss the locations of these towns and villages.</p> <p>Ask learners to tell which villages they come from.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Engage learners to play the “What letter am I writing” game.</p> <p>Put learners into groups of two.</p> <p>The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written</p>	<p>Ask learners to mention the sources of the water that flow in the taps or boreholes in community.</p> <p>Let learners point to the rivers indicated on the map.</p> <p>Lead learners to mention the major rivers in Ghana after looking at the map.</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>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 71		
<b>Learning Indicator(s)</b>	B6.1.7.1.8:		
<b>Performance Indicator</b>	Learners can strike a gently tossed ball with a bat, using a forehand and 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, teamwork etc. as they practice how to strike a tossed ball with the hands above the forehead.			
<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>
	Take learners through general and specific warm ups	Organize learners with table tennis balls and bats.  Learners stand with one foot forward behind table tennis board, knees bent and trunk slightly leaning forward, holding bat with one hands and swing the bat from the side to strike the ball to the target.  Learners practice, striking/service at different heights, whiles you give them the feedback to correct the errors.	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>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 38		
<b>Learning Indicator(s)</b>	B6.3.1.1.2-3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can demonstrate how to use icons in the Text group in the Insert Ribbon.</li> <li>• Learners can use the attributes of the ribbons studied in a paragraph.</li> </ul>		
<b>Strand</b>	Word Processing		
<b>Sub strand</b>	Introduction To MS-Word		
<b>Teaching/ Learning Resources</b>	Images of clipboard, styles, fonts, paragraph and editing in in the Home Tab of MS –Word.		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 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>
	Show learners pictures or short videos on current trends of technology in the world	<p>Guide learners to use File menu, Insert, Design and Layout Ribbon in editing the document</p> <p>Guide learners to properly use the icons in the Insert Ribbon.</p> <p>Guide the learners to create and format text in a document</p>	Teacher goes round the class to monitor the progress of learners based on the task given them