

**TERM TWO
BASIC FOUR
WEEK THREE**

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WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.6.3.3. B4.2.6.3.2 B4.3.3.1.1 B4.4.9.3.1 B4.5.4.1.3 B4.6.1.1.1.	
Performance Indicator		<p>A. Learners can ask relevant questions to find out the opinion of others about a given topic</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can identify and use different types of pronouns</p> <p>D. Learners can review and revise the one-paragraph draft taking out irrelevant details</p> <p>E. Learners can use the present perfect form of verbs to relate past events to the present</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Demonstrate the activity using a familiar topic.</p> <ul style="list-style-type: none"> Learners ask and answer questions for clarification about what 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>other learners say on a given topic.</p> <p>Assessment: let learners ask relevant questions to find out the opinion of others about a given topic</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Reverse the meaning of the terms using examples.</p> <ul style="list-style-type: none"> • Have learners play games (e.g. Synonym Tree Game) to reinforce their knowledge of antonyms and synonyms. • Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary. <p>Assessment: let learners match words with their synonyms/antonyms.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Interrogative pronouns – Who, What, Where, etc. • Introduce interrogative pronouns with several examples in context.</p> <ul style="list-style-type: none"> • Provide a passage and have learners identify interrogative pronouns. <p>Assessment: Let learners use interrogative pronouns in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have pupils revise their first draft.</p> <p>Ask them to set aside their first draft for a while</p>	<p>What have we learnt today?</p>

		<p>and return to it to read over slowly and critically, and reread it several times.</p> <ul style="list-style-type: none"> • Have learners use these questions as a revision guide <ol style="list-style-type: none"> Is my topic interesting? Does the beginning catch the reader's attention? Are the ideas easy to understand? Do all the sentences say something about the topic? <p>Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in pairs plan what they will do during the next weekend.</p> <ul style="list-style-type: none"> • They put their plan into writing using modal auxiliaries <p>Assessment: let learners use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. 	<p>Have learners to tell what they read to the whole class</p>

		<ul style="list-style-type: none">• Ask each learner to write a two-paragraph summary of the book read.• Invite individuals to present their work to the class for feedback <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.3.1.2 B4.1.3.1.3		
Performance Indicator	Learners can Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD). Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)		
Strand	Number		
Sub strand	Fractions		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions $\frac{1}{3} = \frac{\square}{6} \quad \frac{4}{8} = \frac{\square}{2} \quad \frac{2}{6} = \frac{\square}{12}$ $\frac{4}{12} = \frac{\square}{3} \quad \frac{2}{4} = \frac{\square}{8} \quad \frac{1}{3} = \frac{\square}{12}$	Review the lesson with Learners Assessment: have learners to practice with more examples

Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>To determine the equivalent fractions of given fractions, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions that are comparable</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Use pictorial representations to illustrate the simplest form of a fraction; e.g. $6/12 = 3/6 = 1/2$</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Find the simplest form of a given fraction, divide through by the highest common factor</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Find the simplest form of a given fraction, express the numerator and denominators as factors and cancel through common factors.</p> $\frac{8}{12} = \frac{\cancel{2} \times \cancel{2} \times 2}{\cancel{2} \times \cancel{2} \times 3} = \frac{2}{3}$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Four	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B4.3.1.1.1	
Performance Indicator		Learners can know the organs of the digestive system and their functions	
Strand		SYSTEMS	
Sub strand		THE HUMAN BODY SYSTEMS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Monday	Engage learners to sing songs and recite familiar rhymes	Show videos, pictures and models of the digestive system. <ul style="list-style-type: none"> Learners keenly observe the organs of the digestive system. Explain to learners the functions of the various organs in the digestive system. Assessment: let learners draw a diagram of the digestive system and cut out the various parts of the system into flash cards	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners randomly pick the parts of the digestive system on flashcards. <ul style="list-style-type: none"> Learners build the digestive system by arranging the parts in an 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>orderly manner as they appear in the digestive system.</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>Assessment: let learners identify the organs of the digestive system and their functions</p>	
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Week Ending			
Class	Four		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B4.2.2.1.2.		
Performance Indicator	Learners can recognise the need to preserve living and non-living things in the environment as a responsible		
Strand	ALL AROUND US		
Sub strand	Plants and Animals		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g. Plants provide oxygen, food, medicine, fuel wood, clothes. Animals provide food, medicine, manure, clothes Assessment: let learners explain the importance of living to humans	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods</p> <p>Assessment: let learners explain the importance of non-living things to humans</p>	
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Week Ending			
Class	Four		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B4 2.1.1.3		
Performance Indicator	Learners can differentiate between religious and non-religious songs.		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious Worship, Prayer and other Religious Practices		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Friday	Engage learners to sing songs and recite familiar rhymes	Ask learners to mention songs sung in Ghana. <ul style="list-style-type: none"> • Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc Assessment: let learners differentiate between religious and non-religious songs.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
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	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Retell the stories behind some of the historical locations including Flagstaff house, GBC, Burma camp, Kumasi military museum, Komfo Anokye Sword in Kumasi etc Assessment: let learners describe the history of Ghana's major historical locations	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Retell the stories behind some of the historical locations including Flagstaff house, GBC, Burma camp, Kumasi military museum, Komfo Anokye Sword in Kumasi etc Assessment: let learners describe the history of	

		Ghana's major historical locations	
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Week Ending			
Class	four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4 1.2.2.2		
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities		
Strand	Visual Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> ☐ explore the local environment to select available materials and tools that are suitable for making visual artworks; ☐ study and test the use of available materials and tools by applying appropriate methods and skills: discuss and share their experiences through open discussion and assessment by peers; Assessment: let learners create artworks that express own views	What have we learnt today? Ask learners to summarize the main points in the lesson

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: use available materials in the environment to make artworks that look like the visual artworks studied; ☐ discuss and compare their artworks with the visual artworks studied</p> <p>Assessment: let learners create artworks that express own views</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class	Four		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B4.1.2.1.2		
Performance Indicator	Learners can Roll smoothly in a backward direction (back roll).		
Strand	MOTOR SKILL AND MOVEMENT PATTERNS		
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
Teaching/ Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly. Learners must be guided to avoid injuries. Those who can roll backwards on their own, should be granted the opportunity to demonstrate to their peers.	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class	Four		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B4.1.3.1.1		
Performance Indicator	Learners can use strategies for identifying data in conversation and newspapers.		
Strand	WORD PROCESSING		
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss strategies, which can be used to identify data and information. Use different approaches to aid identify data in conversation and newspaper e.g. grouping students, role play etc. Assessment: let learners identifying data in conversation and newspapers.	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B4.2.5.1.3 Find meanings of figurative expressions. B4.2.6.1.1. 1 Explain the meanings of unfamiliar words. B4.2.6.1.2 Explain the meanings of figurative expressions	
Performance Indicators		<ul style="list-style-type: none"> The learner should find meanings of figurative expressions. The learner should explain the meanings of unfamiliar words. The learner should explain the meanings of figurative expressions 	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Read a passage aloud. Write the figurative expressions in the passage on the board. Lead learners through discussions to find the meanings of the figurative expressions. Assessment: Let learners find the meanings of more figurative expressions	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners sing a song they know. Read aloud a passage. Read the passage again while learners repeat after you. Let learners read the passage as a group and individually. 	What have we learnt today?

		<ul style="list-style-type: none"> • Let learners read a paragraph of the passage in turns. • Ask learners to mention unfamiliar words they see in the passage and write the words on the board. • Discuss the words with learners to get the meanings of the words. • Group learners and let them find the meanings of given unfamiliar words. <p>Assessment: Let learners explain the meanings of unfamiliar words.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Read aloud a passage. • Write the figurative expressions in the passage on the board. • Lead learners to read the figurative expressions as a group and individually. • Lead learners through discussion to find the meanings of the figurative expressions. <p>Assessment: Let learners find the meanings of more figurative expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

