**SCHEME OF LEARNING- WEEK 1**

**BASIC FOUR**

Name of School………………………………………………………………………….…………………

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| **Week Ending:**  | **DAY:** MONDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Oral Language |
| **Class:** B4 | **Class Size:**  | **Sub Strand:** Songs |
| **Content Standard:** B4.1.1.1: Demonstrate understanding of variety of songs | **Indicator:** B4.1.1.1.1 sing songs with appropriate stress, rhythm and actions | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can sing songs with appropriate stress, rhythm and actions | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum For Primary Schools Pg. 2 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings.The group to read first wins.* Did you enjoy the game?
* What new words have you learn?
* Form two sentences with your new words.

Share performance indicators and introduce the lesson |  |
| PHASE 2: **MAIN** | Group learns in groups of three or four according to their background.Each group present and sing their own choice of song to the whole classMake it a little competition to make the class interestingPlay or teach learners a new song.Learners sing the new song in groups with appropriate stress, rhythm and actions | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |

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| **Week Ending:**  | **DAY:** Tuesday | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Reading |
| **Class:** B4 | **Class Size:**  | **Sub Strand:** Phonics |
| **Content Standard:** B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write | **Indicator:** B4.2.2.1.1 match sounds to their corresponding letter patterns  | **Lesson:**1 of 1 |
| **Performance Indicator:** Learners can match sounds to their corresponding letter patterns | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum For Primary Schools Pg. 17 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Put learners into two groups. Call out some vocabulary and let them search the dictionary for their meanings.The group to read first wins.* Did you enjoy the game?
* What new words have you learn?
* Form two sentences with your new words.

Share performance indicators and introduce the lesson |  |
| PHASE 2: **MAIN** | Display word cards on the teachers table.Make letter sounds to learners as you pick them in turns.Assessment: play the game of "Back to the board" with learners.A learner sits in front of the class with his/her back to the board.Teacher writes a letter on the board for the other learners to make its sound.The learner then goes through the word cards to fish out the particular letter.Divide the class into two to make it competitive. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |

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| **Week Ending:**  | **DAY:** WEDNESDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Grammar  |
| **Class:** B4 | **Class Size:**  | **Sub Strand:** Nouns |
| **Content Standard:** B4.3.1.1: Apply knowledge of different types of nouns in communication | **Indicator:** B4.3.1.1.1 identify and use nouns to identify people, animals, events and objects | **Lesson:**1 of 2 |
| **Performance Indicator:** Learners can identify and use nouns to identify people, animals, events and objects | **Core Competencies:**Communication and Collaboration, Personal  |
| **New words** | Playing, sweeping, weeding, cooking, etc |
| **References:** English Language Curriculum Pg. 33 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happyShare performance indicators and introduce the lesson. |  |
| PHASE 2: **MAIN** | Have learners read simple sentences on the sentence cards having names of people, animals, events and objects.Put learners in groups to identify the names of people ,animals, events and objects as nounsLearners to form their own sentence with names of people, animals, places and objects and underline these nouns in the sentenceHave learners to note that common nouns start with small letters. | Word cards, paper, letter cards, |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |

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| **Week Ending:**  | **DAY:** THURSDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** CompositionWriting |
| **Class:** B4 | **Class Size:**  | **Sub Strand:** Penmanship |
| **Content Standard:** B4.4.2.1: Copy and rewrite sentences correctly | **Indicator:** B4.4.2.1.1 write clearly using joined letters of consistent size  | **Lesson:**1 of 2 |
| **Performance Indicator:** Learners can write clearly using joined letters of consistent size  | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum Pg. 47 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Have learners recite familiar rhymes.* Would you love to sing more songs?
* What words did you hear in the song?
* Write some of the words you heard.

Share the performance indicators and introduce the lesson. |  |
| PHASE 2: **MAIN** | Have learners to write letters in flick e.g. a, t, r, d, f, s.Learners join pairs of letters e.g. at, or, on, etc.Have learners join letters of a word. e.g. Kettle, can, catch, etc.Learners copy sentences and passages | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |

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| **Week Ending:**  | **DAY:** FRIDAY | **Subject:** English Language  |
| **Duration:** 60mins | **Strand:** Writing Conventions/ Extensive Reading |
| **Class:** B4 | **Class Size:**  | **Sub Strand:** Using Punctuation |
| **Content Standard:** B4.5.2.1: Show understanding of how punctuations are used appropriately in writing | **Indicator:** B4.5.2.1.1 use the "comma" appropriately in sentence | **Lesson:**1 of 2 |
| **Performance Indicator:** * Learners can use the "comma" appropriately in sentence
* Learners can read a variety of age- and level appropriate books.
 | **Core Competencies:**Communication and Collaboration, Personal  |
| **References:** English Language Curriculum Pg. 58 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | 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.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. |  |
| PHASE 2: **MAIN** | Provide learners with sample texts for them to identify the target punctuation marks. E.g. Yes, please. No, thank you. Kofi, can you help me? Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs. Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person.Engage learners in the “popcorn reading” game The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.Guide learners to choose and read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Assessment Learners write a-two-paragraph summary of the book read. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| PHASE 3: **REFLECTION** | Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson. 3. Which aspects of the lesson did you not understand? |  |