# THE GRANDMOTHER TERM TWO SAMPLE BASIC ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

## TERM TWO BASIC ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

### **GENERAL INFORMATION**

Name of school
District
Management Unit
Name of Class Teacher
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

### B1 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.3	
3	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.3.	B1.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.3.	B1.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Fractions	B1.1.3.1.	B1.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Number	Fractions	B1.1.3.1.	B1.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Number	Fractions	B1.1.3.1.	B1.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Number	Money	B1.1.4.1.	B1.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

team. May Allah/God bless you

B1 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	A map of Ghana, Posters, documentary
5	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	A map of Ghana, Posters, documentary
6	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	A map of Ghana, Posters, documentary
7	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	Posters, documentary
8	My Country Ghana	Some Selected Individuals	B1.2.5.1.	B1.2.5.1.1	Posters, documentary
9	My Country Ghana	Some Selected Individuals	B1.2.5.1.	B1.2.5.1.1	Posters, documentary
10	My Country Ghana	Some Selected Individuals	B1.2.5.1.	B1.2.5.1.1	Posters, documentary

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11	My Country	Some Selected	B1.2.5.1.	B1.2.5.1.1	Posters,
	Ghana	Individuals			documentary
12	My Country	Some Selected	B1.2.5.1.	B1.2.5.1.1	Posters,
	Ghana	Individuals			documentary

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### B1 Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	CYCLES	Earth Science	B1.2.1.3.	B1.2.1.3.1	Plants and animals in the environment, plastics, stones,
2	CYCLES	Earth Science	B1.2.1.4.	B1.2.1.4.1	pictures videos paper,
3	DIVERSITY OF MATTER	CYCLES	B1.2.1.4.	B1.2.1.4.2	Plants and animals in the environment, plastics, stones, pictures videos paperGraphite
4	CYCLES	LIFE CYCLES OF ORGANISMS	B1.2. 2.1.	B1.2. 2.1.1	pencil, battery and LED
5	CYCLES	LIFE CYCLES OF ORGANISMS	B1.2. 2.1.	B1.2. 2.1.2.	
6	SYSTEMS	THE HUMAN BODY SYSTEMS	B1.3.1.1.	B1.3.1.1.1	graphite pencil, battery and LED pictures videos paper
7	SYSTEMS	ECOSYSTEM	B1.3.2.1.	B1.3.2.1.1	
8	FORCES AND ENERGY	Sources and Forms of Energy	B1.4.1.1.	B1.4.1.1.1	
9	FORCES AND ENERGY	Sources and Forms of Energy	B1.4.1.2.	B1.4.1.2.1	
10	FORCES AND ENERGY	FORCES AND MOVEMENT	B1.4.3.1.	B1.4.3.1.1	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B1.4.2.2.	B1.4.2.2.1	graphite pencil, battery and LED pictures videos paper
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B1.4.2.2.	B1.4.2.2.1	

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B1 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Vocabulary	B1.2.2.1.	B1.2.2.1.5.	
1	Writing	Writing As A Process	B1.4.3.1.	B1.4.3.1.3	
	Using Writing	Using Naming Words	B1.5.4.1.	B1.5.4.1.2	
	Conventions				
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
2	Oral Language	Talking About Oneself,	B1.1.6.1.	B1.1.6.1.3	Word cards
		Etc			sentence cards,
	Reading	Vocabulary	B1.2.2.1.	B1.2.2.1.6	class library
	Writing	Writing As A Process	B1.4.3.1.	B1.4.3.1.3	
	Using Writing	Using Naming Words	B1.5.4.1.	B1.5.4.1.2	
	Conventions				
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
3	Oral Language	Talking About Oneself,	B1.1.6.1.	B1.1.6.1.4.	Word cards
		Etc			sentence cards,
	Reading	Vocabulary	B1.2.3.1.	B1.2.3.1.1.	class library
	Writing	Writing As A Process	B1.4.4.1.	B1.4.4.1.1	·
	Using Writing	Using Action	B1.5.4.1.	B1.5.4.1.2	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
4	Oral Language	Talking About Oneself,	B1.1.6.2.	B1.1.6.2.1	Word cards
		Etc			sentence cards,
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	class library
	Writing	Writing As A Process	B1.4.4.1.	B1.4.4.1.1.	
	Using Writing	Using Action	B1.5.4.1.	B1.5.4.1.3	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
5	Oral Language	Listening Comprehension	B1.1.6.2.1	B1.1.6.2.2.	Word cards
	Reading	Comprehension	B1.2.7.1.	B1.2.6.1.2	sentence cards,
	Writing	Writing As A Process	B1.4.5.1.	B1.4.5.1.1	class library
	Using Writing	Using Action	B1.5.5.1.	B1.5.4.1.3	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
6	Oral Language	Listening Comprehension	B1.2.7.1.	B1.1.7.1.1	Word cards
	Reading	Comprehension	B1.2.6.1.	B1.2.6.1.3	sentence cards,
	Writing	Writing As A Process	B1.4.5.1.	B1.4.5.1.1	class library
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	Using Writing	Using Action	B1.5.5.1.	B1.5.4.1.3	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
7	Oral Language	Listening Comprehension	B1.1.6.2.	B1.1.7.1.2.	Word cards
	Reading	Comprehension	B1.2.7.1.	B1.2. 7.1.1	sentence cards,
	Writing	Narrative Writing	B1.4.5.1.	B1.4.5.1.2	class library
	Using Writing	Using Action	B1.5.7.1.	B1.5. 5.1.1.	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
8	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2.	Word cards
	Reading	Comprehension	B1.2.7.1.	B1.2. 7.1.1	sentence cards,
	Writing	Narrative Writing	B1.4.5.1.	B1.4.5.1.2	class library
	Using Writing	Using Action	B1.5.7.1.	B1.5. 5.1.1.	<u></u>
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	-
	Reading	Culture Of Reading			
9	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.3.	Word cards
	Reading	Comprehension	B1.4.7.1.	B1.2. 7.1.2	sentence cards,
	Writing	Creative/Free Writing	B1.4.9.3.	B1.4.5.1.3.	class library
	Using Writing	Using Action	B1.5.7.1.	B1.5. 5.1.1.	1
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
10	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.3.	Word cards
	Reading	Comprehension	B1.2.7.2.	B1.2. 7.1.2.	sentence cards,
	Writing	Creative/Free Writing	B1.4.7.1.	B1.4.5.1.3	class library
	Using Writing	Using Action	B1.5.7.1.	B1.5.7.1.1	1
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
11	Oral Language	Asking and Answering	B1.1.7.1.	B1.1.7.1.4	Word cards
	Reading	Comprehension	B1.2.7.2	B1.2.7.1.3	sentence cards,
	Writing	Creative/Free Writing	B1.4.5.1.	B1.4.5.1.3.	class library
	Using Writing	Using Qualifying Words:	B1.5.7.1.	B1.5.7.1.1	1
	Conventions	Adjectives			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	1
	Reading	Culture Of Reading			
12	Oral Language	Asking And Answering	B1.1.7.1.	B1.1.7.1.4	Word cards
	Reading	Comprehension	B1.2.7.2.	B1.2.7.1.3	sentence cards,
	Writing	Creative/Free Writing	B1.4.5.1.	B1.4.5.1.3.	class library
İ	Using Writing	Using Qualifying Words:	B1.5.7.1.	B1.5.7.1.1	1
ı	Conventions	Adjectives			
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Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
Reading	Culture Of Reading			

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### **B1 Term 2 PHYSICAL EDUCATION**

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	manipulative skills	B1.1.2.1.	B1.1.2.1.9	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	manipulative skills	B1.1.2.1.	B1.1.2.1.10	Drums, Speakers
3	Motor Skills and Movement Pattern	rhythmic skills	B1.1.3.1.	B1.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	rhythmic skills	B1.1.3.1.	B1.1.3.1.2	Drums, Speakers
5	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B1.1.3.1.	B1.1.3.1.3	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Space Awareness	B1.2.1.2.	B1.2.1.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Dynamics	B1.2.2.2.	B1.2.2.2.1	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Relations	B1.2.3.2.	B1.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Body Management	B1.2.4.2.	B1.2.4.2.1:	Balls, Videos and Picture, Drums, Speakers
10	Movement Concepts, Principles and Strategies	Strategies	B1.2.5.2.	B1.2.5.2.1	Balls, Videos and Picture, Drums, Speakers
11	Movement Concepts, Principles and Strategies	Strategies	B1.2.5.2.	B1.2.5.2.2	Videos and Picture, Drums
12	PHYSICAL FITNESS	Aerobic capacity	B1.3.1.3.	B1.3.1.3.1	Videos and Picture, Drums

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B1 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1.	B1 1.1.1.2	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.2	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.2	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.2	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.5.	B1 1.3.5.2	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.5.	B1 2.3.5.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B1 1.4.6. B1 2.4.6.	B1 1.4.6.1 B1 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B1 1.4.7. B1 2.4.7.	B1 1.4.7.1 B1 2.4.7.1	-do-
11	Performing Arts	Display and Sharing	B1 2.3.4.	B1 2.3.4.1	-do-

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		School-Based Project (Visual and Performing Arts)					
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B1.1.4.7. B1.2.4.7.	B1.1.4.7.2 B1.2.4.7.1	-do-		

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### B1 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices	Religious Worship,	B1.2.1.1.	B1.2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
2	Religious practices	Religious Worship,	B1 2.1.1.	B1 2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
3	Religious practices	Religious Worship,	B1 2.1.1.	B1 2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
4	Religious practices	Religious Worship,	B1 2.1.1.	B1 2.1.1.1	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
5	Religious practices	Religious Worship,	B1.2.2.1.	B1.2.2.1.2	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
6	Religious practices	Religious Worship,	B1.2.2.1.	B1.2.2.1.2	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
7	Religious practices	Religious Worship,	B1.2.2.1	B1.2.2.1.2	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
8	Religious practices	Religious Worship,	B1.2.2.1.	B1.2.2.1.2	wall charts, wall
	and their moral	Prayer and other			words, posters,
	implications	Religious Practices			video clip, etc
9	Religious practices	Religious Festivals in	B1.2.2.1.	B1.2.2.1.1	wall charts, wall
	and their moral	the Three Major			words, posters,
	implications	Religions in Ghana			video clip, etc
10	Religious practices	Religious Festivals in	B1.2.2.1.	B1.2.2.1.1	wall charts, wall
•	and their moral	the Three Major			words, posters,
	implications	Religions in Ghana			video clip, etc
11	Religious practices	Religious Festivals in	B1.2.2.1.	B1.2.2.1.1	wall charts, wall
	and their moral	the Three Major			words, posters,
	implications	Religions in Ghana			video clip, etc
12	Religious practices	Religious Festivals in	B1.2.2.1.	B1.2.2.1.1	wall charts, wall
	and their moral	the Three Major			words, posters,
	implications	Religions in Ghana			video clip, etc

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B1 Term OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	All Around Us	Map Making and	B1.2.1.3.	B1.2.3.1.1.	Pictures, Charts,
		Land Marks			Video Clip
2	All Around Us	Population and	B1.2.4.1.	B1.2.4.1. 1.	Pictures, Charts,
		Settlement			Video Clip
3	All Around Us	Worship	B1.3.1.1.	B1.3.1.1.1	Pictures, Charts,
					Video Clip
4	All Around Us	Festivals	B1.3.2.1.	B1.3.2.1.1	Pictures, Charts,
					Video Clip
5	Our Beliefs And	Basic Human Rights	B1.3.3.1.	B1.3.3.1.1.	Pictures, Charts,
	Values				Video Clip
6	Our Beliefs And	Basic Human Rights	B1.3.3.1.	B1.3.3.1.1.	Pictures, Charts,
	Values				Video Clip
7	Our Beliefs And	Being a Leader	B1.3.4.1.	B1.3.4.1.1.	Pictures, Charts,
	Values				Video Clip
8	Our Beliefs And	Being a Leader	B1.3.4.1.	B1.3.4.1.1.	Pictures, Charts,
	Values				Video Clip
9	Our Beliefs And	Being a Leader	B1.4.1.1.	B1.4.1.1.1.	Pictures, Charts,
	Values				Video Clip
10	OUR NATION	Being a Citizen	B1.4.1.1.	B1.4.1.1.1.	Pictures, Charts,
	GHANA				Video Clip
11	OUR NATION	Being a Citizen	B1.4.2.1.	B1.4.2.1.1.	Pictures, Charts,
	GHANA				Video Clip
12	OUR NATION	Being a Citizen	B1.4.2.1.	B1.4.2.1.1.	Pictures, Charts,
	GHANA				Video Clip

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### B1 Term 2 (Ghanaian Language)

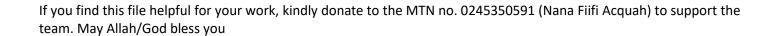
Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral	Conversation/	B1.1.6.1.	B1.1.6.1.2	Drums, drum
	Language	Talking about Oneself,	B1.1.7.1.	B1.1.7.1.1	sticks, recorded audios,
		Family, People and Places			Manila cards,
2.	Oral	Talking about Oneself,	B1.1.7.1.	B1.1.7.1.2	recorded audio
	Language	Family, People and Places	B1.1.7.1.	B1.1.7.1.3	visuals
					Visuals
3.	Oral	Listening Comprehension/	B1.1.8.1.	B1.1.8.1.1	Pictures of animals,
	Language	Asking and Answering	B1.1.9. 1.	B1.1.9. 1.1	Manila cards,
		Questions	B1.1.9. 1.	B1.1.9. 1.2	markers, recorded
					audiovisual
4.	Reading	Phonics: Letter and Sound	B1.2.4.1.	B1.2.4.1.3	Manila cards,
		Knowledge	B1.2.4.2.	B1.2.4.2.1	markers, recorded
			B1.2.4.2.	B1.2.4.2.2	audio-
					visual
5.	Reading	Phonics: Letter and Sound	B1.2.4.2.	B1.2.4.2.3	Manila cards,
		Knowledge	B1.2.4.2.	B1.2.4.2.4	markers, recorded
			B1.2.4.2.	B1.2.4.2.5	audio- visual
6.	Reading	Vocabulary (Sight and	B1.2.5.1	B1.2.5.1.1.	Manila Cards,
		Content Vocabulary)	B1.2.5.1.	B1.2.5.1.2	Class reader
			B1.2.5.1	B1.2.5.1.3	
7.	Writing	Writing Letters-Small and	B1.3.2.1.	B1.3.2.1.2	Manila Cards,
<b>'</b> '	vviitilig	Capital	B1.3.2.1. B1.3.2.1.	B1.3.2.1.2 B1.3.2.1.3	Markers
		Capital	D1.3.2.1.	D1.3.2.1.3	
8.	Writing	Writing Letters-Small and	B1.3.2.1.	B1.3.2.1.4	Word cards, Manila
	11/1/11	Capital	B1.3.3.1.	B1.3.3.1.1	card
					Markers Word cards
					Manila card Markers

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INVINVIIII	TACQUAR				
9.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B1.3.3.1.2	B1.3.3.1.	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing	Integrating Grammar in	B1.5.3.1.3	B1.5.3.1.	Word cards, Manila
	Convention s/	Written Language (Use of	B1.5.4.1.1.	B1.5.4.1	card
	Usage	Qualifying Words)	B1.5.4.1.2	B1.5.4.1.	Markers Word
				:CX	Cards, Manila card,
11.	Writing	Integrating Grammar in	B1.5.4.1.3	B1.5.4.1.	Reading materials
	Convention s/	Written Language (Use of	B1.5.5.1.1	B1.5.5.1.	
	Usage	Qualifying Words/			
		Postpositions)			
12.	Extensive Reading/ Children Library	Read Aloud With Children	B1.6.2.1.1	B1.6.2.1.	Manila Cards, Markers
	Library				

Vetted by : Sig	ignature:	Date :
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### TERM TWO BASIC ONE WEEK ONE



NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week En	ding:			Class size:		
Day:				Date :		
Period :				Lesson:	3	
Strand:			Sub-stran	d :		
A. R	eading		A. Vo	cabulary	,	
B. W	/riting		B. W	riting As A Proces	S	
C. U	sing Writing Cor	ventions	C. Us	C. Using Naming Words		
D. E	xtensive Reading	5	D. Bu	ilding The Love A	nd Culture (	Of Reading
Indicator	(code)	B1.2.2.1.5.	B1.4.3.1.3	B1.5.4.1.2	B1.6.1.1	1.
Content	standard (code)	B1.2.2.1.	B1.4.3.1. B1.5.4.1. B1.6.1.1.			
Performa	ance Indicator	B. Learners of things or s	can write w can use the situations		apital and s verbs to ex	
Core Con	npetencies: Crea	tivity and Innovati	on Commu	nication and Colla	boration Pe	ersonal Development and
Leadersh	ip Critical Thinki	ng and Problem So	lving.			
Keyword	S					
T. L .R. (s		Word cards, sent library.	ence cards,	letter cards, hand	dwriting on	a manila card and a class
Ref:	English Lan	guage curriculum	Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essment)		Plenary / Reflections

### NANA FIIFI ACQUAH

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	(preparing		
	the brain		
	for		
	learning)		
Tuesday	Engage	B.READING	What have we learnt
	learners to	Revise the sounds of letters and words learners have	today?
	sing songs	learnt.	
	and recite	Demonstrate syllable segmentation by breaking two-	Ask learners to
	familiar	syllable words. Break two syllable words into syllables.	summarize the main
	rhymes	e.g.	points in the lesson
		pencil = pen-cil	
		baby = ba-by mother = mo-ther	
		a Lat language good the grounds and good ham in	
		Let learners read the words and use them in sentences	
		Sentences	
		Assessment: Let learners use the words pencil,	
		baby and mother in sentences	
Wednesda	Engage	C. WRITING	What have we learnt
У	learners to	Write words in upper and lower cases.	today?
,	sing songs	Model pronunciation of target words for learners to	,
	and recite	repeat.	Ask learners to
	familiar	<ul> <li>Let learners copy the words from the board.</li> </ul>	summarize the main
	rhymes	Encourage learners to space out letters appropriately in	points in the lesson
		the words.	
		Let group leaders help other learners (who are not able	
		to write some letters correctly).	
		Annual to the transport of the second forms the	
		Assessment: Let learners copy the words from the	
Thursday	Engago	board  D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
illuisuay	Engage learners to	D. WRITING CONVENTIONS AND GRAWIWAR USAGE	today?
	sing songs	Introduce the activity and demonstrate it	toddy:
	and recite	Guide learners with questions to describe the state of	Ask learners to
	familiar	given things or situations, e.g. My bag is red	summarize the main
	rhymes	, , , , , , , , , , , , , , , , , , , ,	points in the lesson
		Assessment: use the present tense of verbs to express	•
		the present state of things in the classroom	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes		points in the lesson
	THYTHES		אסווונט ווו נווכ וכטטטוו

NANA FIIFI ACQUA	.H
	Introduce picture or wordless books, pop-up and flip-
	the-page texts to learners
	. • Encourage them to read individually and in pairs,
	and provide support and encouragement
	Assessment: Guide learners to select books for readings
Vetted by :	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson:		
Strand: NU	MBER		Sub-strand	d: Number Operations (Add	ition, Subtraction,	
			Multiplicat	tion and Division)		
Indicator (co	ode)	B1.1.2.2.2				
Content standard (code) B1.1.2.2.		B1.1.2.2.				
Performance Indicator		Learners can use relationship between addition and subtraction to demonstrate				
		understanding of equality for numbers within 20				
		tivity and Innovations and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding asse	essment)	Plenary / Reflections	
Tuesday	Sing songs	Demonstrate an	understand	ding of the relationship	Review the lesson with	
	like:	between addition	n and subtra	action by: transforming a	Learners	
		subtraction as an	equivalent	addition and vice versa		
	ľm	(For example, sub	otracting eig	ght from 10 (10 – 8) is the		
	counting					

### NANA FIIFI ACQUAH

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	one, what	same as identifying the number that must be added to	
	is one	8 to make 10)	
	1 - One is	10 – 8 = What?	
	one alone,	Means 8 + What? = 10	
	alone it		
		Assessment: have learners to practice with more	
	6:	examples	5 1 11 1 111
Wednesda	Sing songs	Demonstrate an understanding of the relationship	Review the lesson with
У	like:	between addition and subtraction by: transforming a	Learners
		subtraction as an equivalent addition and vice versa	
	l'm	(For example, subtracting eight from 10 (10 $-$ 8) is the	
	counting	same as identifying the number that must be added to	
	one, what	8 to make 10)	
	is one	10 – 8 = What?	
	1 - One is	Means 8 + What? = 10	
	one alone,		
	alone it		
	shall be.	Assessment: have learners to practice with more	
T	C:	examples	D :
Thursday	Sing songs	Demonstrate an understanding of the relationship	Review the lesson with
	like:	between addition and subtraction by: transforming a	Learners
		subtraction as an equivalent addition and vice versa	
	l'm	(For example, subtracting eight from 10 (10 $-$ 8) is the	
	counting	same as identifying the number that must be added to	
	one, what	8 to make 10)	
	is one	10 – 8 = What?	
	1 - One is	Means 8 + What? = 10	
	one alone,		
_	alone it	Assessment: have learners to practice with more	
	shall be.	examples	
Friday	Sing songs	Demonstrate an understanding of the relationship	Review the lesson with
	like:	between addition and subtraction by: transforming a	Learners
		subtraction as an equivalent addition and vice versa	
	l'm	(For example, subtracting eight from 10 (10 $-$ 8) is the	
	counting	same as identifying the number that must be added to	
	one, what	8 to make 10)	
	is one	10 – 8 = What?	
	1 - One is	Means 8 + What? = 10	
	one alone,		
	1		1

ana fiifi ac	alone it shall be.	Assessment: have learne examples	rs to practice with more	
etted by :			Signature:	Date :
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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Les	sson :		
Strand : CYC	LES	Sub-s	trand :	EARTH SCIENCE		
Indicator (co	ode)	B1.2.1.3.1				
Content star	ndard (code)	B1.2.1.3.				
Performance	e Indicator	Learners can Observe th	e disap	pearance of mist and poo	ls of water after it rains	
Core Compe	tencies: Crea	tivity and Innovation Com	munica	ation and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessi	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Thursday	Engage	• Let learners observe the	ne disap	pearance of mist and	What have we learnt	
	learners to	run-off water after it rai	ns and	come and talk about it in	today?	
	sing songs	class. (Note: This activity	is to b	e carried out when it		
	and recite	rains).			Ask learners to	
	familiar	• Engage learners to pre	dict wh	ere mist and run-off	summarize the	
	rhymes	water go after rains and	assist t	hem to understand that	important points of the	
		they evaporate.			lesson	
		Assessment: where does	s mist a	nd run-off water go		
		after rains?				

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: History CLASS: ONE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Le	sson :		
Strand : My	Country Ghar	Sub-strand: How Ghana Got Its Name				
Indicator (co	ode)	B1.2.3.1.1				
Content star	ndard (code)	B1.2.3.1.		. \ \ \		
Performance	e Indicator	Learners can explair	n why, in th	e past, Ghana was known	as the Gold Coast	
		tivity and Innovation ng and Problem Solvir		ation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding assess	ment)	Plenary / Reflections	
	(preparing the brain		<b>G</b>	,	, ,	
	for					
	learning)					
Tuesday	Engage				What have we learnt	
	learners to				today?	
	sing songs and recite familiar rhymes	Ghana	translation	nged from Gold Coast to of the Portuguese name		
	Why did the					

NANA FIIFI ACC	QUAH		
	country		
	change its		Ask learners to
	name from		summarize the main
	the Gold		points in the lesson
	Coast to	Assessment: Explain why, in the past, Ghana was known	
	Ghana?	as the Gold Coast	
	Who		
	proposed		
	the change		
	of name?		
	Why was		
	the new		
	name		
	proposed?		
Thursday	Engage	Explain how the name was changed from Gold Coast to	What have we learnt
	learners to	Ghana Discuss the English translation of the Portuguese	today?
	sing songs	name Costa da mina - Gold Coast.	
	and recite		Ask learners to
	familiar	Assessment:	summarize the main
	rhymes	Explain how the name was changed from Gold Coast to	points in the lesson

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Ghana

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	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day :				Date :		
Period :				Lesson:		
Strand : MOTOR SKILLS AND MOVEMENT Sub-stra			b-strand	<b>d</b> : №	IANIPULATIVE SKILLS	
PATTERNS						
Indicator (co	ode)	B1.1.2.1.9:				
Content star	ndard (code)	B1.1.2.1.				
Performance	e Indicator	Learners can move th	ne ball fo	orwa	rd while dribbling with t	he hand and with the foot
		by varying the amoun	nt of for	ce (p	oush).	
=		tivity and Innovation C ng and Problem Solving		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	im Page				
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning including assessment)		ent)	Phase 3: Plenary / Reflections	
	the brain for					
	learning)					
Friday	Learners	Arrange cones in a straight line after warm ups.				What have we learnt
	jog round a	Place a ball about 50	today?			
	demarcate	the ball through the c				
	d area in	with the feet by maki	Use answers to			
	files while	a serpentine moveme				summarise the lesson.
singing and		Guide learners to pra				
	clapping to	in a group with varyin	•		· ·	
	warm-up	give feedback. Vary th		_		
	the body	practice to cater for s			•	
	for	_	_		learners to apply the	
	maximal				t and skill mastery. Let	
	performan	learners cool down to	o end th	ne les	sson	
	ce and to					

prevent		
injuries		
Vetted by :	Signature:	Date :

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		LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day :			Dat	e:		
Period :			Less	son :		
Strand : ALL	AROUND US	Sub-stran	<b>d</b> : №	lap Making and Land Ma	arks	
Indicator (co	ode)	B1.2.3.1. 1.				
Content star	ndard (code)	B1.2.3.1.				
Performance	e Indicator	Learners can Identify the car	dina	l points		
		tivity and Innovation Communing and Problem Solving.	nicat	ion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including asse	essm	ent)	Plenary / Reflections	
Tuesday	Engage	Learners talk about the card	inal	points e.g. North,	What have we learnt	
	learners to	South, East and West.			today?	
	sing songs and recite familiar rhymes	Learners sketch the cardinal Assessment: Learners sketch label them	•		Ask learners to summarize the main points in the lesson	

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	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:				Class size:	
Day:				Date:		
Period :				Les	son :	
Strand : Visu	ial Arts		Sub-strar	nd : T	hinking and Exploring Id	eas
Indicator (co	ode)	B2 1.1.1.2				
Content star	ndard (code)	B2 1.1.1.				
Performance	e Indicator	Learners can thir	nk about	and	describe the different	visual artworks that are
		produced or found	d in the lo	cal c	ommunity	
-		tivity and Innovationg and Problem Sol		inica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main	dia.			Phase 3:
	Starter (preparing the brain	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	for					
	learning)					
Wednesda	Engage	Learners are to: ?	think abo	ut vi	sual artworks (including	What have we learnt
У	learners to	drawings, clay pot	s, posters	, wo	od carvings, calendars)	today?
	sing songs	they know of or h	ave seen i	n the	e community;	
	and recite	Iook at photogra	aphs or pic	cture	s that show artworks in	Ask learners to
	familiar	books, catalogues	, magazin	es an	d identify them by	summarize the main
	rhymes	name or what the	y are mad	e of	or used for;	points in the lesson
		② identify and sha	re ideas al	bout	different kinds of visual	
		artworks that are	produced	or fo	ound in the local	
		community;				
		I visit the workpla	ace of a vis	sual a	artist (graphic designer	
		making prints on 1	Γshirts, po	ttery	artist making clay	
		pots, textile artist	weaving l	Kente	e, sculptor making	
		cement statue, et	c.) to obse	erve,	ask questions, make	

NANA FIIFI ACQUAH	notes and learn about their work practices; ? record
	knowledge gained for planning own visual artworks
	Assessment: describe the different visual artworks that are found in the local community
Vetted by :	Signature: Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:		
Day:				Date :			
Period :				Les	son:		
Strand : Reli	gious Practice	es and their Moral	Sub-strar	d : F	Religious Worship in the	Three Major Religions in	
Implications			Ghana				
Indicator (co	ode)	B1 2.1.1.1:					
Content star	ndard (code)	B1 2.1.1.					
Performance	e Indicator	Learners can nam	e the thre	e ma	in types of worship in G	hana	
		tivity and Innovationg and Problem Sol		nica	tion and Collaboration F	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essm	nent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Engage	Show pictures, vic	deo clips o	f pec	pple worshipping among	What have we learnt	
	learners to	the three main re	ligions in (	Shan	a.	today?	
	sing songs	- Christian worship,					
	and recite	- Islamic worship and				Ask learners to	
	familiar	- Traditional worship				summarize the main	
	rhymes					points in the lesson	
		Assessment:					
		Name the three m	nain types	of w	orship in Ghana		

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

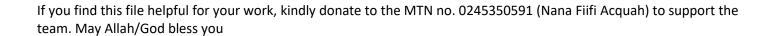
Week Ending	g:			Class size:			
Day :				Date :			
Period :				Lesson:			
Strand:			Sub-strand	d :			
Oral Languag	ge		• Co	<ul> <li>Conversation</li> </ul>			
			<ul> <li>Talking about Oneself, Family, People and Places</li> </ul>				
Indicator (co	de)	B1.1.6.1.2.	B1.1.7.1.1				
Content star	ndard (code)	B1.1.6.1.	B1.1.7.1.	1.1.7.1.			
people		er should discuss the correct terms for the various categories of er should describe themselves					
=		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	guage curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
	Engage	• Discuss with le	arners, vari	ous terms for greeting.	What have we learnt		
	leaners to	Demonstrate gr	reetings of v	various categories of people	today?		
		using the correct	terms.				
	and recite	Assist learners t	to recognise	e the correct terms of			
	familiar rhymes	greeting the vario	ous categori	ies of people.			

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	Assessment: let learners mention the correct terms for the various categories of people.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today?  Review the lesson with learners
	individually	
Engage leaners to sing songs and recite familiar rhymes	the individual	What have we learnt today?  Review the lesson with learners

Vetted by :	Signature:	Date :
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### TERM TWO BASIC ONE WEEK TWO



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	3:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand:			Sub-stran	nd:		
A. Oral l	_anguage		A. Ta	lking About Oneself,	Etc	
B. Readi	ing		B. Vo	ocabulary		
C. Writii	ng		C. W	riting As A Process		
D. Using	Writing Con	ventions	D. Us	sing Naming Words		
E. Exten	sive Reading		<b>E.</b> Bu	uilding The Love And	Culture Of Read	ding
Indicator (co	de)	B1.1.6.1.3	B1.2.2.1.6	B1.4.3.1.3	B1.5.4.1.2	B1.6.1.1.1.
Content stan	dard (code)	B1.1.6.1.	B1.2.2.1.	B1.4.3.1.	B1.5.4.1.	B1.6.1.1.
Performance	Indicator	A. Learners o	an talk ab	out their school and	places in the sc	hool
		B. Learners o	an use alp	habetic knowledge t	o decode know	n words
		C. Learners o	an write w	ords using both capi	tal and small le	tters
		D. Learners o	an use the	present tense of ver	bs to express t	he present state of
		things or s	situations.			
		E. Learners c	an read a	variety of age – appro	opriate books a	nd texts from print
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collabo	ration Personal	Development and
Leadership C	ritical Thinkir	ng and Problem Sol	lving.			
Keywords						
T. L .R. (s)		Word cards, sente	ence cards	, letter cards, handwi	riting on a man	ila card and a class
Ref:	English Lang	guage curriculum	Page			
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DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Use the Community Circle Time Strategy.	today?
	sing songs	Show pictures of their school and places in the school	
	and recite	(the library, the computer lab, the headmaster's office,	Ask learners to
	familiar	the playing field etc.)	summarize the main
	rhymes	<ul> <li>Have learners think-pair-share ideas/views about the</li> </ul>	points in the lesson
	,	pictures in pairs and then with the large group.	
		Have learners talk about the activities that go on in	
		these places and their importance to the individual.	
		these places and their importance to the marviada.	
		Assessment: let learners talk about the activities that	
		go on in their school and places in the school	
Tuesday	Engage	B.READING	What have we learnt
Tuesuay	learners to	Let learners sing an alphabet song.	today?
	sing songs	Put them into groups and write sentences containing	toddy:
	and recite	some new words for learners to decode by	Ask learners to
	familiar	segmentation. e.g. This is a mango. This is my sister.	summarize the main
	rhymes	Have learners read similar words from the word	points in the lesson
		charts	
		Assessment: let learners read words from the word	
		charts	
Wednesda	Engage	C. WRITING	What have we learnt
	learners to	C. WRITING	today?
У	sing songs	Write words in upper and lower cases.	coudy.
	and recite	Model pronunciation of target words for learners to	Ask learners to
	familiar	repeat.	summarize the main
	rhymes	• Let learners copy the words from the board.	points in the lesson
		Encourage learners to space out letters appropriately in	
		the words.	
		Let group leaders help other learners (who are not able	
		to write some letters correctly).	
		Assessment: let learners write words using both capital	
		and small	

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Thursday	Engage learners to	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?
	sing songs	Introduce the activity and demonstrate it.	
	and recite	Guide learners with questions to describe the state of	Ask learners to
	familiar	given things or situations, e.g. My bag is red	summarize the main
	rhymes		points in the lesson
		Assessment: let learners	
		use the present tense of verbs to express the present	
		state of things or situations	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
,	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		• Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: Guide learners to select books for readings	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Cla	iss size:	
Day: Period:			Date :	: (		
Strand: NU	MBER		Sub-strand Multiplicat		nber Operations (Add d Division	lition, Subtraction,
Indicator (co	ode)	B1.1.2.2.3				
Content standard (code) B1.1.2.2.				<i>b</i>		
Performance	e Indicator	Learners can ger	nerate and	solve w	ord problem situatio	ns when given a number
		sentence involvin	ng addition a	on and subtraction of numbers within 20		
		tivity and Innovations and Problem So		nication	and Collaboration Po	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including ass		essment	:)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Sing songs	Write addition a	and subtract	tion nro	blems, learners in	Review the lesson with
ivioliday	like:	their groups discu		-		Learners
		match the number	_		r	

NANA FIIFI AC	l'm		
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Tuesday	Sing songs	Write addition and subtraction problems, learners in	Review the lesson with
	like:	their groups discuss and generate word problems to match the number sentences	Learners
	l'm		
	counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Write addition and subtraction problems, learners in	Review the lesson with
У	like:	their groups discuss and generate word problems to match the number sentences	Learners
	l'm		
	counting		
	one, what	Assessment: have learners to practice with more	
	is one.	examples	
Thursday	Sing songs	Write addition and subtraction problems, learners in	Review the lesson with
	like:	their groups discuss and generate word problems to	Learners
		match the number sentences	
	l'm		
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Write addition and subtraction problems, learners in	Review the lesson with
	like:	their groups discuss and generate word problems to	Learners
		match the number sentences	
	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:		
Day :			Dat	re:		
Period :			Les	son :		
Strand : CYC	LES	Sub-	-strand : E	EARTH SCIENCE		
Indicator (co	ode)	B1.2.1.4.1				
Content star	ndard (code)	B1.2.1.4.				
Performance	e Indicator	Learners can identify s	sources ar	nd uses of water in the ho	ome and at school	
=		tivity and Innovation Cong and Problem Solving.		tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	new learning including	g assessm	nent)	Plenary / Reflections	
	(preparing		<b>,</b>	,	,,	
	the brain					
	for					
	learning)					
Monday	Engage	Ask learners where the	ey get wat	er (sources of water) at	What have we learnt	
	learners to	the home, community	and scho	ol.	today?	
	sing songs	In a participatory ma	nner, lear	ners come out with		
	and recite	sources of water in the	home an	d at school	Ask learners to	
	familiar	• Show or draw picture	es depicti	ng different sources of	summarize the	
	rhymes	water such as bore-hol	les, rivers	, wells and the sea.	important points of the	
		• Discuss the various u	ses of wa	ter at their homes,	lesson	
		school and community	<b>'.</b>			

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		Learners demonstrate several uses of water, e.g.     washing of face and hands, drinking and preparing	
		beverages, rinsing of utensils, watering of flowers.	
		Assessment: let learners identify sources and uses of	
		water in the home and at school	
Thursday	Engage	Use local materials to create different sources of	What have we learnt
	learners to	water in an outdoor activity. E.g. artificial wells, rivers,	today?
	sing songs	rainfall and tap.	

Ask learners to

summarize the

lesson

important points of the

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Identify sources of water in the home and at school

Assessment: let learners

and recite familiar

rhymes

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:

Day:				Date:	
Period : Les				Lesson:	
Strand : Reli	igious Practice	es and their Moral	Sub-strar	nd: Religious Worship in the 1	Three Major Religions in
Implications Ghana			Ghana		
Indicator (co	ode)	B1 2.1.1.1:			
Content sta	ndard (code)	B1 2.1.1.			
Performanc	e Indicator	Learners can nam	ne the thre	e main types of worship in Gh	nana
Core Compe	etencies: Crea	itivity and Innovati	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinki	ng and Problem So	lving.		·
		ı			
Keywords					
/ >			-		
T. L .R. (s)	T	Pictures			
Ref:	RME curricu	ulum Page			
DAY	DI 4	DI 2.14 :			N 2
DAY	Phase 1:			Phase 3:	
	Starter (preparing	(new learning inc	duding ass	essment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Friday	Engage	Show pictures, vi	deo clips o	f people worshipping among	What have we learnt
	learners to	the three main re	eligions in (	Ghana Christian worship, -	today?
	sing songs	Islamic worship a	nd - Tradi	tional worship	
	and recite				Ask learners to
familiar Assessment: let learners name the three main types of worship in Ghana			earners		summarize the main
			points in the lesson		
	•	-			
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Class size:

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:	
Day :			Dat	te :	
Period :			Les	son :	
Strand : My	Country Ghar	na <b>Sub-stra</b>	nd : ۱	How Ghana Got Its Name	
Indicator (co	ode)	B1.2.3.1.1			
Content star	ndard (code)	B1.2.3.1			
Performance	e Indicator	Learners can use the inter	net to	locate ancient Ghana er	npire and the Akan forest
		regions of Ghana			
Leadership (		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection			
Tuesday	Engage	Use the internet to locate	ncie	nt Ghana empire and	What have we learnt
	learners to sing songs and recite familiar	the Akan forest regions of  Assessment: let learners u ancient Ghana empire			today?  Ask learners to summarize the main
	rhymes				points in the lesson

14/ (14/ ( 1 1		20,		
Thurso	day	Engage	Use the internet to locate ancient Ghana empire and	What have we learnt
		learners to	the Akan forest regions of Ghana	today?
		sing songs and recite familiar rhymes	Assessment: let learners use the internet to locate the Akan forest regions of Ghana	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day:				Date :		
Period :				Les	son :	
Strand : Mot	tor Skills And	Movement S	Sub-stran	d :	Manipulative Skills	
Patterns						
Indicator (co	ode)	B1.1.2.1.10				
Content star	ndard (code)	B1.1.2.1.			CV	
Performance	e Indicator	Learners can Dribbl	le a ball i	n a f	orward direction, using t	he inside of the foot
=		tivity and Innovation ng and Problem Solvi		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning include	ding asso	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)	Arranga sanas in a	straight l	ina	fter werm une Dlace e	What have we learnt
Friday	Learners		_		Ifter warm ups. Place a rst cone. Move the ball	today?
	jog round a demarcate				w and continuous push	today:
	d area in	in a serpentine mov		_	•	Use answers to
	files while	direction. Guide lea				summarise the lesson.
	singing and			•		sammanse the lesson.
	clapping to	individuals and in a group while you supervise and give feedback.				
	warm-up		tball gan	ne fo	or learners to apply the	
	the body	•	•		nt and skill mastery. Let	
	for	learners cool down			•	
	maximal					
	performan					
	ce and to					

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		LESSON PLA

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	Date:	
Period :			Les	ison :	
Strand : ALL	AROUND US	Sub-st	and:	Population and Settlemer	nt
Indicator (co	ode)	B1.2.4.1.1.			
Content star	ndard (code)	B1.2.4.1.		. \ \ \	
Performance	e Indicator	Learners can describe the	ne pop	ulation structure of the	ir class and the need to
		respect one another			
=		tivity and Innovation Com ng and Problem Solving.	munica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum P	age		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)  Plenary / R			Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups descri in their class by sex and a population in their class I NB: Teacher to represen chalk/white board with a with the youngest age at with older boys and girls. in each case by number of	ge. Loy age teach rectar three Size o	earners group the and by sex in their class.  age by sex on the agular block, starting bottom and building on f box will be determined	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Example of the Age Structure.
		8 years
		Boys Girls
		Boys Girls
		Boys Girls
		6 years
		Assessment: let learners describe the population structure of their class
Thursday	Engage learners to sing songs	Learners talk about the need to respect one another regardless of age and sex as responsible citizens.  What have we learnt today?
	and recite	Ask learners to
	familiar rhymes	Assessment: let learners explain why we need to summarize the main points in the lesson

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	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending	g:			C	lass size:		
Day:				Date	•		
Period :				Lesso	n :		$\bigcirc$
Strand: PER	FORMING AR	TS	Sub-strand: Thinking and Exploring Ideas		eas		
Indicator (co	ode)	B1 2.1.1.2					
Content star	ndard (code)	B1 2.1.1.					
Performance	e Indicator	Learners can thinl	k about ar	nd desc	ribe the di	fferent per	forming artworks that are
		produced or perfo	ormed in tl	he loca	l communi	ty	
Core Compe	tencies: Crea	tivity and Innovation	n Commu	unicatio	n and Colla	aboration P	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.		),		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main	,				Phase 3:
	Starter	(new learning incl	uding ass	essme	nt)		Plenary / Reflections
	(preparing the brain						
	for						
	learning)						
Monday	Engage	Learners are to:					What have we learnt
	learners to	l think about perf	forming ar	rtworks	(music, da	ince,	today?
	sing songs	drama, poetry) the	ey know o	of or ha	ve seen pr	oduced or	
	and recite	performed in the	local comr	munity			Ask learners to
	familiar	☐ look at photogr	aphs or pi	ictures	or watch v	ideos that	summarize the main
	rhymes	show different mu	usic, dance	e and d	rama perfo	rmances	points in the lesson
	-	and identify them			-		
		performing artwo	•				
		community	-				

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		Assessment: let learners describe the different performing artworks that are produced in the local community	
Wednesda	Engage	Learners are to	What have we learnt
у	learners to	share and act familiar music, dance and drama in the	today?
	sing songs	local community;	
	and recite	identify and share ideas about different kinds of	Ask learners to
	familiar	performing artworks	summarize the main
	rhymes		points in the lesson
		Assessment: let learners	
		describe the different performing artworks that are	
		performed in the local community	

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	•	LESSON PLA

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :  Strand : Oral Language			Lesson:		
Strand : Oral Language			Sub-strar	nd: Talking about Oneself, Fa	imily, People and Places
Indicator (co	ode)	B1.1.7.1.2	B1.1.7.1.	3	
Content standard (code) B1.1.7.1.		B1.1.7.1.	B1.1.7.1		
Performance Indicator  Core Competencies: Creative		The learned tivity and Innovation	er should d on Commu	lescribe their family. lescribe their classmates inication and Collaboration P	ersonal Development and
Leadership C	riticai ininkir	ng and Problem So	iving.		
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul><li>class to talk abou</li><li>Write a few of t</li><li>learners to copy i</li></ul>	t their mot he said ser nto their b	the to stand in front of the thers, fathers and siblings. Intences on the board for tooks after reading them there they live, and where	What have we learnt today?  Review the lesson with learners

NANA FIIFI ACC	QUAH		
		Assessment: let learners describe their family	
	Engage	Describe a friend or colleague to learners.	What have we learnt
	leaners to	<ul> <li>Ask learners to tell you what they heard.</li> </ul>	today?
	sing songs and recite familiar	• Call learners out one by one to stand in front of the class to talk about their classmates. E.g. their names, where they live, and where they come from.	
	rhymes		Review the lesson with
		Assessment: let learners should describe their classmates	learners
	Engage	Describe a friend or colleague to learners.	What have we learnt
	leaners to	Ask learners to tell you what they heard.	today?

• Call learners out one by one to stand in front of the

class to talk about their classmates. E.g. their names,

Assessment: let learners should describe their friends

where they live, and where they come from.

Review the lesson with

learners

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sing songs

and recite

familiar

rhymes

# TERM TWO BASIC ONE WEEK THREE

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:	
Day:		Date:	
Period :		Lesson:	
Strand :	Sub-strand		
A. Oral Language		king About Oneself, Etc	
B. Reading		ocabulary /	
C. Writing	C. Wri	iting As A Process	
D. Using Writing Con	ventions D. Usi	ing Action Words/Verbs	
E. Extensive Reading	E. Bui	ilding The Love And Culture Of Reading	
Indicator (code)	B1.1.6.1.4. B1.2.3.1.1.	B1.4.4.1.1. B1.5.4.1.2 B1.6.1.1.1.	
Content standard (code)	B1.1.6.1. B1.2.3.1	B1.4.4.1 B1.5.4.1. B1.6.1.1	
Core Competencies: Crea Leadership Critical Thinkin	events  B. Learners can use com  C. Learners can draw s invented spelling to w  D. Learners can use the p things or situations  E. Learners can read a value of the period	nmon rhyming endings to decode simple words simple pictures of peers or various objects and use write about oneself present tense of verbs to express the present state of ariety of age – appropriate books and texts from print nication and Collaboration Personal Development and	
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
Ref: English Lar		guage curriculum Page				
	Lingiisii Larig	sauge curriculum Tage				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGAUGE</li> <li>Use a conversational poster on different situations/events.</li> <li>Have learners think-pair-share, looking at the various illustrations on the poster.</li> <li>Have them use expressions learnt and other new ones to describe the situations and events.</li> <li>Have learners, working in groups, role-play the situations and events on the poster.</li> <li>Assessment: let learners use a wide variety of words to describe different situations and events</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat.  • Have learners build on these rhyming endings.  • In groups, let learners read out their words.  • Have learners form sentences with these rhyming words.  Assessment: let learners use common rhyming endings to decode simple words	What have we learnt today?  Ask learners to summarize the main points in the lesson			
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING  Have a picture of a friend or anybody and write at least three lines about the person.  Paste this in a corner of the class.  Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.	What have we learnt today?  Ask learners to summarize the main points in the lesson			

		Have learners go round to observe the pictures.	
		In groups, let learners share their observations	
		Assessment: let learners draw and label three objects of their choice.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Introduce the activity and demonstrate it.</li> <li>Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use the present tense of verbs to express the present state of things or situations	
Friday	Engage learners to sing songs	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/library time.	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Have a variety of age appropriate books for learners to make a choice from.</li> <li>Introduce picture or wordless books, pop-up and flip-</li> </ul>	Ask learners to summarize the main points in the lesson
		<ul> <li>the-page texts to learners.</li> <li>Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul>	
		Assessment: let learners read a variety of age – appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:	
Day: Period:			Date :		
Strand : NUI	MBER			<b>d:</b> Number Operations (Add tion and Division	lition, Subtraction,
Indicator (code) B1.1.2.3.1					
Content star	ndard (code)	B1.1.2.3.			
Performance	e Indicator	Learners can use	strategies f	or solving basic addition fact	s (and related subtraction
		fact) to10			
_		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / /			
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pago	е		
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including ass		luding asse	ssment)	Plenary / Reflections	
	(preparing				
	the brain for				
	learning)				
Monday	Sing songs	Naming the num	her that is 1	I more, 2 more, 1 less, or 2	Review the lesson with
···onauy	like:	_		the teacher or another	Learners
		pupil (for number			

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	I'm counting one, what	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Naming the double of a number to 10  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Naming the double of a number to 10  Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	id: CYCLES	
Indicator (co	ode)	B1.2.1.4.2			
Content star	ndard (code)	B1.2.1.4.			
Performance	e Indicator	Learners can demo	onstrate t	he existence of air in the envi	ronment
=		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords				<b>J</b> -	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage learners to			per of games/ fun activities nce of air, e.g. waving a	What have we learnt today?
	sing songs			ce, leaving inflated balloons	touay:
	and recite	· ·		a hoisted flag, observing the	Ask learners to
	familiar	-	_	ol, closing their mouths and	summarize the
	rhymes	-		asking learners to fan	important points of the
	HIYIHES	themselves or sit i		_	lesson
				observations in each case,	1033011

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		Assessment: let learners explain what causes the	
		leaves and hoisted flag to move.	
Thursday	Engage	Ask learners to outline uses of air in their lives. e.g.	What have we learnt
	learners to	whistling, blowing of trumpets, flying kites, sailing of	today?
	sing songs	boats, breathing, etc.	
	and recite	Summarise the lesson by explaining to learners that air	Ask learners to
	familiar	is everywhere	summarize the
	rhymes		important points of the
			lesson
		Assessment: let learners demonstrate the existence of	
		air in the environment	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day: Date:						
Period :				Les	son :	
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d :</b> R	eligious Worship in the	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B1 2.1.1.1:				
Content star	ndard (code)	B1 2.1.1.				
Performance	e Indicator	Learners can nam	e the three	e ma	in types of worship in Gl	nana
=				nica	tion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
T I D (c)		Pictures	-			
T. L .R. (s)	DNAE accession					
Ref:	RME curricu	num Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage		-	of v	vorship in the three	What have we learnt
	learners to	main religions in (	Ghana			today?
	sing songs					
	and recite	Ask learners to				
	familiar					summarize the main
	rhymes	Assessment: let le	earners nan	ne tl	ne three main types of	points in the lesson
		worship in Ghana				

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team. May Allah/God bless you

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending	g:			Class size:	
Day:			Dat	e:	
Period:			Les	son :	
Strand : My	Country Ghar	na Sub-stra	nd : l	How Ghana Got Its Name	
Indicator (co	ode)	B1.2.3.1.1			
Content star	ndard (code)	B1.2.3.1.			
Performance	e Indicator	Learners can explain role	of D	r J. B. Danquah in linkin	g the civilisations of the
		ancient Ghana Empire to th	ne Ak	an of the forest region of	Ghana
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.		<i>)</i> ,	
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Discuss the role of Dr J. B. I	Danqı	uah in linking the	What have we learnt
	learners to	civilisations of the ancient	Ghan	a Empire to the Akan of	today?
	sing songs	the forest region of Ghana			
	and recite				Ask learners to
	familiar	Assessment: let learners d	escril	be the role of Dr J. B.	summarize the main
	rhymes	Danquah			points in the lesson

_				
Т	hursday	Engage	Discuss the role of Dr J. B. Danquah in linking the	What have we learnt
		learners to	civilisations of the ancient Ghana Empire to the Akan of	today?
		sing songs	the forest region of Ghana	
		and recite		Ask learners to
		familiar	Assessment: let learners describe role of Dr J. B.	summarize the main
		rhymes	Danquah in linking the civilisations of the ancient Ghana	points in the lesson
		THYTHES	Empire to the Akan of the forest region of Ghana	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day :			I	Date :		
Period :			I	Less	on:	
Strand : Mot	tor Skills and	Movement Sub	o-strand	d:R	hythmic Skills	
Patterns						
Indicator (co	ode)	B1.1.3.1.1				
Content star	ndard (code)	B1.1.3.1.				
Performance	e Indicator	Learners can march to	o a beat	t (rh	ythm)	
		tivity and Innovation Co		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page			<u> </u>	
						<del>,</del>
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	ng asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Friday	Learners	After warm ups, demo	onctrate	0 m	erching to a heat such	What have we learnt
TTUay	jog round a				_	today?
	demarcate	on left foot forward a			•	today:
	d area in		_		n time to practice with	Use answers to
	files while					summarise the lesson.
	singing and			_	rve and give corrective	Summarise the resson.
	clapping to	feedback.	pace. c	3030	ive and give corrective	
	warm-up	Organise marching an	nd take a	a sa	ute for fun and	
	the body	enjoyment. End the le				
	for	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	maximal					
	performan					
	ce and to					

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		$U_D$ ,		

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: OUR BELIEFS AND		O VALUES :	Sub-strand : Worship		
Indicator (co	ode)	B1.3.1.1.1			
Content star	ndard (code)	B1.3.1.1.		. \ \ \	
Performance	e Indicator	Learners can explo	re the ma	in types of worship in Ghana	3
_		tivity and Innovation ng and Problem Solv		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricul	Our People curriculum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			tc. of people worshipping,	What have we learnt
	learners to	among the three main religions in Ghana - Christian worship			today?
	sing songs and recite				Ask learners to
	familiar	- Traditional worsh	nip		summarize the main
	rhymes				points in the lesson
	illyllies	Assessment:			points in the lesson
		Learners role play religions in Ghana.		worship in the three main	

147 (147 (111117) (61			1
Thursday	Engage	Learners sing and recite texts from the three main	What have we learnt
	learners to	religions.	today?
	sing songs	- The Lord's Prayer, Psalm 23 (Christian)	
	and recite	- Al-Fathiha (Islamic)	Ask learners to
	familiar	- Any recital from the traditional religion-sacred myths,	summarize the main
	rhymes	riddle, proverbs, etc. (Traditional)	points in the lesson
		Assessment: let learners recite texts from the three main religions.	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : VISU	JAL ARTS		Sub-strand: Planning, Making and Composing			
Indicator (co	ode)	B1 1.2.2.2				
Content star	ndard (code)	B1 1.2.2.				
Performance	e Indicator	Learners can deve	elop idea:	s foi	making own visual art	tworks that express own
		understanding of v	isual artw	vork	s produced or found in th	ne local community
Core Competencies: Crea Leadership Critical Thinkin		•		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asso	essm	nent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to	•			ure of visual artworks	today?
	sing songs	produced or found in the local community (e.g. clay				
	and recite	pots, baskets, carvings, beads);  @ make decisions on tools, materials			vrials and visual arts	Ask learners to
familiar making methods that are su				summarize the main		
	rhymes	artworks;	nat are su	itab	ic for making those	points in the lesson
		Assessment: let lea		ntio	n their ideas for making	
		Own visual at tWOII	/2			

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Wednesda	Engage	Learners are to	What have we learnt
У	learners to sing song s and recite familiar rhymes	plan how the choice of artworks will be made to express the history and culture/way of life of people in the local community;  ② make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.	today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners mention their ideas for making own visual artworks	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date :	
Period :			1	Lesson :	
Strand:			Sub-strand	l:	
Oral Langua	ge		• List	ening Comprehension	
			• Ask	ing and Answering Questi	ons
Indicator (co	ode)	B1.1.8.1.1	B1.1.9. 1.1.	B1.1.9.1.2	
Content star	ndard (code)	B1.1.8.1.	B1.1.9. 1.	B1.1.9.1.	
questions o  The learner  "who			on the stor er should re er should re	cognise and use the quest	ion words "what" and ion words "where" and
=		ng and Problem So		ilcation and Collaboration	Personal Development and
Keywords					
T. L .R. (s) Manila cards, markers, reco			rkers, record	ded audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	ssment)	Phase 3: Plenary / Reflections

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	Engage	Show a movie to learners.	What have we learnt
	leaners to	Lead learners through discussion to tell them what	today?
	sing songs	the story is about.	
	and recite	Tell learners an interesting story.	
	familiar	Ask learners questions about the story and let them	
	rhymes	answer.	
		• Write some of the key words in the story on the board	
		and some of the answers also on the board.	Review the lesson with
		Read them aloud for learners.	learners
		Assessment:	
		What is the story about? Mention a character in a	
		story.	
	Engage	Engage a learner in a conversation using the question	What have we learnt
	leaners to	words "who" and "what."	today?
	sing songs	• Let learners also converse in pairs using the question	
	and recite	tags "who" and "what."	
	familiar	Ask learners questions to find out if they can	
	rhymes	recognise when to use question word. E.g. "What?" and "who?"	
			Review the lesson with
			learners
		Assessment: let learners use the question words	rearriers
		"what" and "who" in sentences	
	Engage	Engage a learner in a conversation using the question	What have we learnt
	leaners to		today?
	sing songs		
	and recite	words / tags "who" and "what."	
	familiar	words, tags will alla wilat.	
	rhymes		
	1 11	Ask learners questions to find out if they can	
		recognise when to use question word. "What?" and	Review the lesson with
		"who?"	learners
		Assessment: Ask learners to say a sentence each using	
		the question words.	
		4465000. Words.	

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# TERM TWO BASIC ONE WEEK FOUR

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	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:
Day: Period:		Date: Lesson:
Strand :	Sub-stran	
A. Oral Language		lking About Oneself, Etc
B. Reading	B. Vo	cabulary
C. Writing	C. W	riting As A Process
D. Using Writing Con	ventions D. Us	ing Action Words/Verbs
E. Extensive Reading	E. Bu	ilding The Love And Culture Of Reading
Indicator (code)	B1.1.6.2.1 B1.2.6.1.1	B1.4.4.1.1. B1.5.4.1.3 B1.6.1.1.1.
Content standard (code)	B1.1.6.2. B1.2.6.1.	B1.4.4.1. B1.5.4.1. B1.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin Keywords	B. Learners can read le meaningful sentence C. Learners can draw invented spelling to v D. Learners can use the E. Learners can read a v tivity and Innovation Commu	simple pictures of peers or various objects and use
T. L .R. (s)	Word cards, sentence cards,	letter cards, handwriting on a manila card and a class
	library.	

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGAUGE</li> <li>Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher's office, library, etc.).</li> <li>Lead learners, with questions, to talk about the places and their importance.</li> <li>Let learners identify the importance of the places listed above.</li> </ul> Assessment: let learners engage in conversations on	What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.  Use the word "tree" to teach the sight words.  Have learners repeat the words aloud. Have learners use the sight words in meaningful sentences.  Tell a story and have learners identify sight words in the story.  Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences  C. WRITING  Have each learner choose and draw a peer and write a line or two about that person.  • Assist learners with spelling where necessary.  • Have learners share their work with their partners.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners, let learners draw pictures of themselves and write a sentence or two about the pictures.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Guide learners to use the present tense continuous form of verbs  Assessment: let learners use the present tense continuous form of verbs in sentences	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING  Using book tease or book talk, introduce the reading/ library time.  • Have a variety of age appropriate books for learners to make a choice from  • Introduce picture or wordless books, pop-up and flip- the-page texts to learners.  • Encourage them to read individually and in pairs, and provide support and encouragement	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age – appropriate books and texts from print	

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:			Class size:			
Day: Period:				Dat	e: son:	
Strand : NUMBER					lumber Operations (Add and Division	ition, Subtraction,
Indicator (code)		B1.1.2.3.1				
Content standard (code)		B1.1.2.3.				
Performance Indicator		Learners can use	strategies f	for s	olving basic addition fact	s (and related subtraction
		fact) to10				
=		tivity and Innovations and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s)		cones				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	Identifying 10 mc	ore or less th	han	a number between 0	Review the lesson with
···onauy	like:	and 20, and even				Learners
		,	•			

IVAIVATIIITAC	_		
	I'm counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs	Identifying 10 more or less than a number between 0	Review the lesson with
	like:	and 20, and eventually between 0 and 100	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Identifying 10 more or less than a number between 0	Review the lesson with
у	like:	and 20, and eventually between 0 and 100	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Identifying combinations to 5 or 10 (i.e., given a	Review the lesson with
	like:	number, quickly identify how many more must be added to get 5 or 10)	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs	Identifying combinations to 5 or 10 (i.e., given a	Review the lesson with
	like:	number, quickly identify how many more must be	Learners
		added to get 5 or 10)	
	l'm	·	
	counting		
	one, what		
	is one		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	e:		
Period :			Les	son:		
Strand : CYC	CLES	Sub-str	and : L	IFE CYCLES OF ORGANISI	MS	
Indicator (co	ode)	B1.2. 2.1.1				
Content sta	ndard (code)	B1.2. 2.1.				
Performanc	e Indicator	Learners can examine the	struct	ure of plants		
	tivity and Innovation Comn	nunica	tion and Collaboration Pe	ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	ssessm	nent)	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	Assist learners to uproot yenvironment and bring the Learners examine the exturing hand lens if availabe Draw the external parts discussion.  Assessment: let learners of the plants	em to sternal le), and di	class parts of the plants splay drawings for	What have we learnt today?  Ask learners to summarize the important points of the lesson	

Thursday	Engage	Create weed albums using leaves of different plants.	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: let learners create weed albums using	Ask learners to
	familiar	leaves of different plants	summarize the
	rhymes		important points of the
			lesson

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:				Class size:		
Day:			ı	Dat	e :	
Period :			I	Less	son:	
Strand : Reli	gious Practice	es and their Moral	Sub-strand	<b>d :</b> R	eligious Worship in the 1	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B1 2.1.1.1:				
Content star	ndard (code)	B1 2.1.1.				
Performance	e Indicator	Learners can name	e the three	ma	in types of worship in Gh	nana
-		•		nicat	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu					
Nei.	NIVIE CUITICE	num rage				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage		•	of v	vorship in the three	What have we learnt
	learners to	main religions in G	ihana			today?
	sing songs					
	and recite					Ask learners to
	familiar					summarize the main
	rhymes	Assessment: let lea	arners nam	ne tl	ne three main types of	points in the lesson
		worship in Ghana				

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			(	Class size:		
Day:				Date	:		
Period :				Lesso	on :		
Strand : My	Country Ghar	าล	Sub-stran	<b>nd :</b> Ho	ow Ghana Go	ot Its Name	
Indicator (co	ode)	B1.2.3.1.2					
Content star	ndard (code)	B1.2.3.1.					
Performance	e Indicator	Learners can reca	ll when the	e nam	e Ghana can	ne into forn	nal use
=		tivity and Innovationg and Problem Sol		ınicati	on and Colla	boration Pe	ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	rriculum Page					
DAY	Phase 1:	Phase 2: Main	)				Phase 3:
	Starter	(new learning incl	uding asse	essme	ent)		Plenary / Reflections
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Discuss the seque	nce of eve	ents le	ading to the	change of	What have we learnt
	learners to	name.					today?
	sing songs						
	and recite	Accessment: let le	arners re	call when the name Ghana  Ask learners to			
	came into formal use			can w	ilen tile nam	Conana	summarize the main
	rhymes		<b></b>				points in the lesson
	How was						
	the name						
	changed?						

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	In which		
	year was		
	the name		
	changed?		
Thursday	Engage	Discuss the sequence of events leading to the change of	What have we learnt
	learners to	name.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners recall when the name Ghana	summarize the main
	rhymes	came into formal use	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Less	son:	
Strand: MO	TOR SKILLS AI	ND MOVEMENT Su	ıb-strand	<b>d :</b> R	HYTHMIC SKILLS	
PATTERNS						
Indicator (co	ode)	B1.1.3.1.2				
Content star	ndard (code)	B1.1.3.1.				
Performance	e Indicator	Learners can Demor	nstrate a	sm	ooth transition between	n even-beat and uneven-
		beat locomotor skills	s in respo	onse	to music or an external	beat
Core Compe	tencies: Crea	tivity and Innovation (	Commur	nicat	ion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvin	ng.			
Vormondo						
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	After warm ups, dem	nonstrat	e wa	alking to an even beat	What have we learnt
·	jog round a	such as clapping, mu	ısic (one	-two	o, onetwo.,etc.) and	today?
	demarcate	smooth transition to	running	g wh	en the beat changes to	
	d area in	an uneven beat (one	e,two,thr	ee.,	etc,).	Use answers to
	files while	Give learners enough	h time to	pra	actice with the beat as	summarise the lesson.
	singing and	individuals and as a g	group bu	ıt all	ow them to progress at	
	clapping to	their own pace. Obse	erve and	giv	e corrective feedback.	
	warm-up	Organise walking to j	jogging o	or w	alking to running	
	the body	games for learners to	o create	fun	and enjoyment. End	
	for	the lesson with cool	down ac	ctivit	ies.	
	maximal					
	performan					
	ce and to					

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	prevent		
	injuries		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	Date:		
Period :			Les	Lesson:		
Strand : OUI	R BELIEFS AN	D VALUES Su	b-strand : I	Festivals		
Indicator (co	ode)	B1.3.2.1.1.				
Content star	ndard (code)	B1.3.2.1.				
Performance	e Indicator	Learners can describe	e religious f	estivals in Ghana		
		tivity and Innovation C ng and Problem Solving		tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculun	n Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includi	ng assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners mention fes	tivals celek	orated in the three	What have we learnt	
	learners to	religions in Ghana:	<b>-</b> .		today?	
	sing songs	i. Christian – Christma ii. Islamic – Eid-ul-Fit				
	and recite			ATR) – Odwira, Damba,	Ask learners to	
	familiar	Homowo, Hogbetsots			summarize the main	
	rhymes		20, 1000 / 110	, 5, 5.6.	points in the lesson	
		Assessment: let learn the three religions in		on festivals celebrated in		

Thursday	Engage	Learners role play religious tolerance e.g. prayers at the	What have we learnt
	learners to	Independence Day celebrations, celebrations of major	today?
	sing songs	religious festivals (Christmas, Eid-ul-Adha, ban on	
	and recite	drumming preceding the Homowo Festival)	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: let learners describe religious festivals in Ghana	

Vetted by : Date : Signature:
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NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:				Class size:		
Day:				Dat	e:		
Period:				Less	son:		
<b>Strand</b> : PER	FORMING AR	TS	Sub-strand	<b>d :</b> P	lanning, Making and Cor	nposing	
Indicator (co	ode)	B1 2.2.2.2					
Content star	ndard (code)	B1 2.2.2.					
Performance	e Indicator	Learners can de	evelop ide	as	for making own artw	orks that express own	
		understanding of community	f performi	ng	artworks produced or	performed in the local	
Core Compe	tencies: Crea	tivity and Innovation	on Commur	nica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Monday	learning)	Loarnors are to:				What have we learnt	
ivioriday	Engage learners to	Learners are to:					
	sing songs	<ul><li>develop ideas on the nature of performing artworks</li><li>(music, dance and drama) produced or performed in</li></ul>				today?	
	and recite	the local commun		ouu	ced of periorified in	Ask learners to	
	familiar	I make decisions	•	nent	s resources and	summarize the main	
	rhymes	techniques that a			·	points in the lesson	
	illyllics	performing artwo			making these	points in the lesson	

		Assessment: let learners give ideas for making own artworks	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	plan how the choice performing artworks will be made	today?
	sing songs	to express the history and culture or way of life of	
	and recite	people in the local community.	Ask learners to
	familiar	Record ideas to define the choice of artworks they	summarize the main
	rhymes	have in mind	points in the lesson
		Assessment: let learners give ideas for making own	
		artworks	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

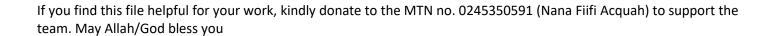
Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Rea	ding		Sub-stranc	d: Phonics: Letter and Soun	d Knowledge	
Indicator (co	ode)	B1.2.4.1.3	31.2.4.2.1.	B1.2.4.2.2		
Content star	ndard (code)	B1.2.4.1.	B1.2.4.2.	B1.2.4.2.		
The learner sl     from list of w			er should lis of words.	egment syllables and words in the stand say and read words in the say and recognise rhym	with identical sounds	
Leadership C		tivity and Innovating and Problem So		nication and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	im			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	cluding asse	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	<ul><li>Revise sounds</li><li>Write some wo segment the wor</li></ul>	rds on the b	poard and lead learners to	What have we learnt today?	

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		Ask learners to write a word and divide it into	
		syllables and then into the sounds. E.g. Pencil = /pen/ +	Review the lesson with
		/sil/, Pen = $/p/ + /e/ + /n/$ , cil = $/s/ + /i/ + /l/$	learners
		Assessment: let learners segment syllables and words	
		into sounds and words	
	Engage	Write words with identical sounds on a flashcard.	What have we learnt
	leaners to	Mention the words for learners to listen.	today?
	sing songs	Lead learners to say words with identical sounds from	
	and recite	the list of words one by one.	
	familiar	Allow learners to write two words with identical	
	rhymes	sounds and read to the class.	
		Play an audio with identical words in them and talk	
		about the words in the audio.	
		Write words with identical sounds on a	
		flashcard/board.	Review the lesson with
		Read the words for learners to listen.	learners
		Assessment: let learners read words with identical	
		sounds from the list of words one by one	
	Engage	Explore a poem.	What have we learnt
	leaners to	<ul> <li>Invite a resource person explore a poem to learners.</li> </ul>	today?
	sing songs	<ul> <li>Learners to listen and say rhyming words in the</li> </ul>	
	and recite	poems.	
	familiar	<ul> <li>Write the identified rhyming words on the board.</li> </ul>	
	rhymes	Explain some of the rhyming words.	Review the lesson with
			learners
		Assessment: let learners identify and say rhyming	
		words in poems	
		words in poems	

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# TERM TWO BASIC ONE WEEK FIVE



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:					Class size:		
Day:				Date	:		
Period :				Lesso	on:		
Strand :			Sub-str	and :			
A. Oral Langu	age		A.	Listenin	g Compre	hension	
B. Reading			B.	Compre	Comprehension		
C. Writing			C.	Writing	As A Prod	ess	
D. Using Writi	ng Conventio	ns	D.	Using A	ction Wo	ds/Verbs	
E. Extensive F	eading		E.	Building	The Love	e And Culture Of	f Reading
Indicator (code)	B1.1.	6.2.2.	B1.2.6.1	2 B1.4	1.5.1.1	B1.5.4.1.3	B1.6.1.1.1.
Content standard	(code) B1.1.	6.2.	B1.2.6.1	B1.4	1.5.1.	B1.5.4.1.	B1.6.1.1.
Performance Indic	B C D E	<ul><li>Learners</li><li>Learners</li><li>Learners</li><li>Learners</li></ul>	can ask q can mak can use t can read	uestionse a list of the pres a variet	s to find of f objects ent tense y of age –		g of new words m of verbs oks and texts from print
Core Competencie Leadership Critical	-			nunicati	on and Co	ollaboration Per	sonal Development and
Keywords							
T. L .R. (s) Word cards, sent library.		tence car	ds, lette	r cards, h	andwriting on a	manila card and a class	
Ref: Engli	sh Language	curriculum	Page				

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Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:				Class size:		
Day: Period:			Less	e: son:			
Strand: NU	MBER				Number Operations (Add and Division	lition, Subtraction,	
Indicator (co	ode)	B1.1.2.4.1					
Content standard (code)		B1.1.2.4.	31.1.2.4.				
Performance	e Indicator	Learners can Use	Learners can Use counting on, counting down and missing addend strategies for				
		adding and subtra	adding and subtracting within 20				
		tivity and Innovations and Problem So		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematic	ics curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
Monday	Sing songs	Relating counting	ng to addition	on (	i.e., recognizing that	Review the lesson with	
···oiiauy	like:	adding 2 is the sa	_	-		Learners	
				Č	,		

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Counting on (i.e., for 5 + 3, start at 5 and count	Review the lesson with
у	like:	on 3 places 6, 7, 8. The answer is 8.)	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Counting on (i.e., for 5 + 3, start at 5 and count on 3 places 6, 7, 8. The answer is 8.)	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Counting on (i.e., for 5 + 3, start at 5 and count on 3 places 6, 7, 8. The answer is 8.)	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Dat	e :	-0
Period :			Less	son:	
Strand: CYC	LES	Sub-strai	nd : L	IFE CYCLES OF ORGANISI	MS
Indicator (co	ode)	B1.2. 2.1.2.			
Content star	ndard (code)	B1.2. 2.1			
Performance	e Indicator	Learners can observe differ	rent l	kinds of seeds	
Leadership (		l tivity and Innovation Commung and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essm	ent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Provide learners with differ	ent k	inds of seeds (e.g.	What have we learnt
	learners to	orange, pawpaw, mango, b	ean s	eeds, shea nut).	today?
	sing songs	Learners examine the ext	ernal	parts of different	
	and recite	seeds, draw and display the	m fo	r discussion	Ask learners to
	familiar				summarize the
	rhymes				important points of the
		Assessment: let learners di different seeds	aw tl	ne external parts of	lesson

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	r <sup>*</sup>		
Thursday	Engage	Through a matching game, learners identify different	What have we learnt
	learners to	fruits and their seeds.	today?
	sing songs and recite familiar rhymes	Assessment: let learners match different fruits and their seeds	
	-		

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:					Class size:	
Day:				Dat	e:	
Period :				Less	son:	
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d :</b> R	eligious Worship in the	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B1 2.1.1.2				
Content star	ndard (code)	B1 2.1.1.				
Performance	e Indicator	Learners can recite	e religious	pass	sages and sing religious s	songs
Core Compe	tencies: Crea	tivity and Innovation	n Commur	nicat	ion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ing.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
- · · ·	learning)					144
Friday	Engage	• Show pictures, vi	• •		· ·	What have we learnt
	learners to	recitations from th			_	today?
	sing songs				ts from the three main	
	and recite	•	•		salm 23 (Christian), 2.	Ask learners to
	familiar	Al- Fãtihah (Islamio	•	•		summarize the main
	rhymes		-sacred m	yths	, riddle, proverbs, etc.	points in the lesson
	~	(Traditional).				
		Assassment: let les	arners rec	ito r	eligious passages and	
		sing religious song		ile I	ciigious passages aiiu	
		Jing Teligious solig	J			

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:			
Day:			Dat	e:			
Period :			Les	Lesson:			
Strand : My	Country Ghar	na Sub-stra	nd : l	How Ghana Got Its Name			
Indicator (co	ode)	B1.2.3.1.2					
Content star	ndard (code)	B1.2.3.1.					
Performance	e Indicator	Learners can recall when the	ne na	me Ghana came into forr	nal use		
Leadership (		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page	culum Page				
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including as	sessn	nent)	Phase 3: Plenary / Reflections		
Tuesday	learning) Engage learners to sing songs	Discuss the role of played by individuals in the change of Ghana			What have we learnt today?		
	and recite familiar rhymes	Assessment: let learners na came into formal use	arrate	how the name Ghana	Ask learners to summarize the main points in the lesson		

Thursday	Engage	Discuss the role of played by parliament and other	What have we learnt
	learners to	individuals in the change of name from Gold Coast to	today?
	sing songs	Ghana	
	and recite		Ask learners to
	familiar	Assessment: let learners narrate how the name Ghana	summarize the main
	rhymes	came into formal use	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:		Class size:	
Day:			Date :	
Period :			Lesson:	
Strand : MO	TOR SKILLS A	ND MOVEMENT Sub-st	rand: RHYTHMIC SKILLS	
PATTERNS				
Indicator (co	ode)	B1.1.3.1.3		
Content star	ndard (code)	B1.1.3.1.		
Performance	e Indicator	Learners can Roll in log	form from stationary to a dis	tance and back (from lying
		position).		
=		tivity and Innovation Comng and Problem Solving.	munication and Collaboration	Personal Development and
Keywords				
T. L .R. (s)		cones		
Ref:	PE curriculu	m Page		
DAY	Di 4	Disco 2 Maria		
DAY	Phase 1: Starter	Phase 2: Main		Phase 3:
	(preparing	(new learning including	issessment)	Plenary / Reflections
	the brain			
	for			
	learning)			
Friday	Learners	Take learners through ge	neral and specific warm ups b	What have we learnt
	jog round a	jogging whiles flexing an	I twisting the parts of the	today?
	demarcate	body. Learners spread m	ats or mattresses in line. Lie or	ı
	d area in	the mat/mattress at the	start with legs closed and	Use answers to
	files while	straight. Arms should be	at the side while facing up.	summarise the lesson.
	singing and	Maintain body posture v	hile rolling from the start to	
	clapping to	the finish. Roll back to th	e start.	
	warm-up	Give learners enough tim	e to practice with the beat as	
	the body	individuals and as a grou	but allow them to progress a	t
	for	their own pace. Observe	and give corrective feedback.	
	maximal	Organise log roll game for	r learners to create fun and	
	performan	enjoyment. End the lesso	n with cool down activities.	
	ce and to			

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day :			D	ate:	
Period :			Le	esson :	
Strand: OUR	R BELIEFS AND	O VALUES	Sub-strand	: Basic Human Rights	
Indicator (co	ode)	B1.3.3.1.1.			
Content star	ndard (code)	B1.3.3.1.			
Performance	e Indicator	Learners can expla	ain basic hun	nan needs and rights of sel	f and others
Leadership (		tivity and Innovationg and Problem Sol		cation and Collaboration Pe	ersonal Development and
Keywords				2	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	lum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding assess	sment)	Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	about human nee  Human needs: foo right to life, freed personal liberty, r	ds and rights od, shelter. C om of associations to fair tr	lothing. Human rights: ation, right to movement,	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Engage learners with games/story telling, rhymes to	What have we learnt
	learners to	talk about human needs and rights.	today?
	sing songs		
	and recite	Human needs: food, shelter. Clothing. Human rights:	Ask learners to
	familiar	right to life, freedom of association, right to movement,	summarize the main
	rhymes	personal liberty, right to fair trial, etc.	points in the lesson
		Assessment: let learners explain basic human rights	

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NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: CREATIVE ARTS CLASS: ONE

n: nning, Making and Composing
nning, Making and Composing
s from imagination to express own ideas of the
d in the local community that reflect the natural
on and Collaboration Personal Development and
Phase 3:
nt) Plenary / Reflections
What have we learnt
,
natural and manmade l
ramic ware, cane or Ask learners to
ramic ware, cane or ings, glass or stone  Ask learners to summarize the main
or found in the local today?

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		Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks	
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to:  Precall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) make prints or line drawings of available visual artworks and use them to create patterns.  Assessment: let learners create own artworks from	What have we learnt today?  Ask learners to summarize the main points in the lesson
		imagination to express own ideas of the visual artworks	

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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

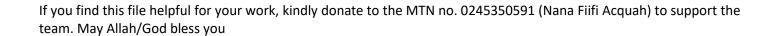
Week Ending	g:			Class size:		
Day:			Da	ite:		
Period :			Le	sson:		
Strand : Rea	ding		Sub-strand :	Phonics: Letter and Sound	d Knowledge	
Indicator (co	ode)	B1.2.4.2.3 B	1.2.4.2.4	B1.2.4.2.5		
Content star	ndard (code)	B1.2.4.2.	31.2.4.2.4	B1.2.4.2.		
Performance Indicator		<ul><li>The learne</li><li>The learne</li></ul>	er should read er should reco	l listen and say diagraphs correctly.  read two-syllable words recognise and say consonants in a language nunication and Collaboration Personal Development and		
<del>-</del>		ng and Problem So		ation and condoration (	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma	ds, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	non-diagraphs or • Discuss the wor • Write some of t Example	n the board. ds and explain the diagraphs	ist of both diagraphs and n diagraphs to learners. on a manila card.	What have we learnt today?	

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			Review the lesson with
		Assessment:	learners
		Call learners one by one to pronounce the diagraphs	
		correctly in words	
	Engage	Write some two-syllable words on a manila card and	What have we learnt
	leaners to	display the card on the board.	today?
	sing songs	• Lead learners to read the words.	
	and recite	Call learners one by one to read the two syllable	
	familiar	words.	Review the lesson with
	rhymes	Use some of the words to form sentences and ask	learners
		learners also to form sentences with some of the	
		words.	
		Assessment: let learners should read two-syllable	
		words	
	Engage	Write the consonants on flashcards.	What have we learnt
	leaners to	<ul> <li>Show it to learners and lead them to say the</li> </ul>	today?
	sing songs	consonants in a group.	
	and recite	• Call learners one by one to recognise and mention the	
	familiar	consonants.	
	rhymes	• Let learners write some consonants in their books	Review the lesson with
			learners
		Assessment: let learners	
		Identify and say consonants in a language.	

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verted by	Signature:	Date

# TERM TWO BASIC ONE WEEK SIX



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:
Day:		Date:
Period :		Lesson:
Strand :	Sub-stra	nd:
A. Oral Language	A. Li	stening Comprehension
B. Reading	B. C	omprehension
C. Writing	C. V	Vriting As A Process
D. Using Writing Cor	nventions D. U	sing Action Words/Verbs
E. Extensive Reading	g <b>E.</b> B	uilding The Love And Culture Of Reading
Indicator (code)	B1.1.7.1.1. B1.2.6.1.3	B1.4.5.1.1 B1.5.4.1.3 B1.6.1.1.1.
Content standard (code)	B1.1.7.1. B1.2.6.1.	B1.4.5.1. B1.5.4.1. B1.6.1.1.
Performance Indicator		to and reproduce narrative texts
		ords acquired through talk and reading in conversation
		a list of objects in the school
	D. Learners can use th	e present tense continuous form of verbs
	E. Learners can read a	variety of age – appropriate books and texts from print
Core Competencies: Crea Leadership Critical Thinki	•	unication and Collaboration Personal Development and
Keywords		
T. L .R. (s)	Word cards, sentence cards library.	s, letter cards, handwriting on a manila card and a class
Ref: English Lan	guage curriculum Page	

DAY	Phase 1:	Phase 2: Main	Phase 3:
DAI	Starter		Plenary / Reflections
		(new learning including assessment)	Fieldly / Kellections
	(preparing the brain		
	for		
	learning)		
Manday		A ODALIANCALICE	What have we learnt
Monday	Engage	A. ORAL LANGAUGE	
	learners to	– Activate the previous knowledge of the learners by	today?
	sing songs	making them think-pair-share with their friends, the	
	and recite	cover illustrations and pictures accompanying the story.	Ask learners to
	familiar	– Have them predict the story.	summarize the main
	rhymes	During Reading – Read a story. Pause at vantage	points in the lesson
		points and have learners talk about the content of the	
		text.	
		After Reading – Have the learners answer simple	
		questions based on the text. – Have them role-play the	
		events in the story	
		Assessment: let learners listen to and reproduce	
		narrative texts	
Tuesday	Engage	B.READING	What have we learnt
	learners to		today?
	sing songs	In groups, let learners engage in conversation using	
	and recite	familiar and high frequency words on given topics. e. g.	Ask learners to
	familiar	My Classroom	summarize the main
	rhymes		points in the lesson
		Assessment: let learners use words acquired through	
		talk and reading in conversation	
Wednesda	Engage	C. WRITING	What have we learnt
У	learners to	Guide learners with questions to talk about the various	today?
	sing songs	areas or places in the school e.g. head teacher's office,	Addans
	and recite	canteen etc.	Ask learners to
	familiar	Put learners into groups. Let each group choose a	summarize the main
	rhymes	name for their group and an area or place they want to work on.	points in the lesson
		Let each group list the objects found in the place of	
		their choice.	
		Have a big chart on the wall and copy their lists on the	
		chart. Let groups take turns to edit their work.	
		Let learners copy the edited words into their books.	
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		Assessment: let learners make a list of objects in the school	
Thursday	Engage learners to	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?
	sing songs and recite familiar	Guide learners to use the present tense continuous form of verbs	Ask learners to summarize the main
	rhymes	Assessment: let learners use the present tense continuous form of verbs	points in the lesson
Friday	Engage	to form sentences  E.EXTENSIVE READING	What have we learnt
maay	learners to sing songs	Using book tease or book talk, introduce the reading/	today?
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar rhymes	<ul> <li>to make a choice from.</li> <li>Introduce picture or wordless books, pop-up and flip- the-page texts to learners.</li> </ul>	summarize the main points in the lesson
		• Encourage them to read individually and in pairs, and provide support and encouragement	
		Assessment: let learners read a variety of age –	
		Assessment: let learners read a variety of age – appropriate books and texts from print	

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	•	LESSON PLAI

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g:				Class size:	
Day : Period :				Less	e: son:	
Strand: NU	MBER				Number Operations (Add and Division	lition, Subtraction,
Indicator (co	ode)	B1.1.2.4.1				
Content star	ndard (code)	ode) B1.1.2.4.				
Performance Indicator Learners can use counting			counting c	on, d	counting down and miss	ing addend strategies for
		adding and subtra	acting withi	in 20	)	
		tivity and Innovations and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords		KIII.				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pago	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	"Making 10s" (i	o if 7 + 2 +	- 3 (	do 7 + 3 = 10 first then	Review the lesson with
ivioliday	like:	,	•	•	ven 7 + 2 + 3, change	Learners
		the order of the a		_	<del>-</del>	

INAINA I III I ACI	207111	<u> </u>	
	I'm counting	combinations that add to 10; Or if given $2 + 6 + 4$ , add the two last addends first to produce $2 + 6 + 4 = 2 + 10$	
	one, what	= 12 Or if given $8 + 3$ , change question to $8 + 2 + 1 = 10$	
	is one	+ 1 = 11	
	1 - One is		
	one alone,	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	"Making 10s" (i.e., if $7 + 2 + 3$ , do $7 + 3 = 10$ first then add 2. The answer is 12. Or if given $7 + 2 + 3$ , change the order of the addends to $7 + 3 + 2$ to produce	Review the lesson with Learners
	I'm counting one, what is one	combinations that add to 10; Or if given $2 + 6 + 4$ , add the two last addends first to produce $2 + 6 + 4 = 2 + 10$ = 12 Or if given $8 + 3$ , change question to $8 + 2 + 1 = 10 + 1 = 11$	
	1 - One is one alone,	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	"Making doubles" (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).	Review the lesson with Learners
	I'm counting one,	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	"Making doubles" (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	"Making doubles" (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand: SYS	TEMS	Sub-s	trand :	THE HUMAN BODY SYSTE	MS
Indicator (co	ode)	B1.3.1.1.1			
Content sta	ndard (code)	B1.3.1.1.			
Performanc	e Indicator	Learners can identify the	exterr	nal human body parts by t	heir appropriate names
Leadership (		tivity and Innovation Comng and Problem Solving.	ımunica	ation and Collaboration Pe	ersonal Development and
Keywords		(			
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessı	ment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Use songs to get learner bodies e.g., "my head, m toes" or "show me your  Use realia, videos or chidentify the external par  Learners draw a huma choice to colour their draws and the colour their draws and the colour parts by their apprenticular services.	ny shou head, s narts/p ts of th n body awing identif	lders, my knees and how me your eyes". ctures to guide learners e human body. and use a colour of their y the external human	What have we learnt today?  Ask learners to summarize the important points of the lesson

Engage	Learners can trace an outline of the human body on a	What have we learnt
learners to	cardboard or paper.	today?
sing songs	Learners display their work for discussion	
and recite		Ask learners to
familiar	•	summarize the
rhymes	body parts by their appropriate names	important points of the
		lesson
	Engage learners to sing songs and recite familiar	learners to sing songs and recite familiar  cardboard or paper.  • Learners display their work for discussion  Assessment: let learners identify the external human

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand : Religious Practices and their Moral Sub-st			Sub-stran	<b>d</b> : F	eligious Worship in the 1	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B1 2.1.1.2				
Content star	ndard (code)	B1 2.1.1.				
Performance	e Indicator	Learners can recit	e religious	pas	sages and sing religious s	ongs
-		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	• Show pictures, v	video clips,	etc.	of songs and	What have we learnt
	learners to	recitations from the	he three m	nain	religions.	today?
	sing songs		_		cts from the three main	
	and recite	religions: 1. The Lord's Prayer, Psalm 23 (Christian), 2. Ask learners to				Ask learners to
	familiar	Al- Fãtihah (Islamic) and 3. any recital from the summarize the mai				summarize the main
	rhymes	traditional religion-sacred myths, riddle, proverbs, etc. points in the lesson (Traditional).				points in the lesson
		Assessment: let le sing religious song		ite r	eligious passages and	

team. May Allah/God bless you

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	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	e:		
Period :			Lesson:			
Strand : My	Country Ghar	na Sub-stra	nd : I	low Ghana Got Its Name		
Indicator (co	ode)	B1.2.3.1.2				
Content star	ndard (code)	B1.2.3.1.				
Performance	e Indicator	Learners can recall when th	e na	me Ghana came into forr	nal use	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing			•	, ,	
	the brain					
	for					
	learning)					
Tuesday	Engage	Dramatise a scene in parlia	ment	in changing the name	What have we learnt	
	learners to	Gold Coast to Ghana.			today?	
	sing songs					
	and recite	Assessment: let learners re	بر الد	than the name Chana	Ask learners to	
	familiar	came into formal use	call V	viien tiie name Ghana	summarize the main	
	rhymes	came into formal use			points in the lesson	

Thursday	Engage	Dramatise a scene in parliament in changing the name	What have we learnt
	learners to	Gold Coast to Ghana.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners recall when the name Ghana	summarize the main
	rhymes	came into formal use	points in the lesson

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	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending:			Class size:			
Day:				Date :		
Period :			Lesson:			
Strand: MO	VEMENT CON	ICEPTS,	Sub-stran	<b>d</b> : S	PACE AWARENESS	
PRINCIPLES A	AND STRATEG	GIES				
Indicator (co	ode)	B1.2.1.2.1:				
Content star	ndard (code)	B1.2.1.2.				
Performance	e Indicator	Learners can iden	tify persor	nal sp	pace	
Leadership (		tivity and Innovations and Problem Sol		nica	tion and Collaboration F	ersonal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page			9	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essm	nent)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal performan ce and to				eld with a marked them as a project	What have we learnt today?  Use answers to summarise the lesson.

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:			Class size:		
Day:			Da	te :		
Period :			Les	Lesson:		
Strand : OUF	R BELIEFS AND	O VALUES Sub-stra	ınd :	Basic Human Rights		
Indicator (co	ode)	B1.3.3.1.1.				
Content star	ndard (code)	B1.3.3.1.				
Performance	e Indicator	Learners can explain basic	huma	an needs and rights of sel	f and others	
=		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Dur People curriculum Pa	ge			
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Engage learners with game about human needs and ri Human needs: food, shelteright to life, freedom of as personal liberty, right to factorise.  Assessment: let learners e	ghts. er. Clo sociat iir tria	othing. Human rights: ion, right to movement, al, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson	

Thursday	Engage	Engage learners with games/storytelling, rhymes to talk	What have we learnt
	learners to	about human needs and rights.	today?
	sing songs and recite familiar rhymes	Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.  Assessment: let learners explain basic human rights	Ask learners to summarize the main points in the lesson

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	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:				Class size:		
Day:				Date :	-0	
Period :				Lesson :		
Strand : PER	FORMING AR	TS S	Sub-stran	d: Planning, Making and Cor	nposing	
Indicator (co	de)	B1 2.2.3.3				
Content star	ndard (code)	B1 2.2.3.				
Performance	e Indicator	Learners can create	e own pe	rforming artworks to expre	ss own views, knowledge	
		and understanding	of artwor	ks that reflect topical issues	in the local community	
Leadership C		tivity and Innovation ng and Problem Solvi		nication and Collaboration Po	ersonal Development and	
Keywords				5		
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)  Plenary / Reflect				
Monday	Engage learners to sing songs and recite	Learners are to: 2 perform own music, dance and drama that reflect the identified topical issues in the local community		What have we learnt today?  Ask learners to		
	familiar rhymes	Assessment: let lea artworks to express		ate own performing ws	summarize the main points in the lesson	

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to sing songs	② perform own music, dance and drama that reflect the identified topical issues in the local community	today?
	and recite familiar rhymes	Assessment: let learners create own performing artworks to express own views	Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Da	ate:	
Period :			Le	sson:	
Strand:			Sub-strand:		
Reading			Vocabulary (	Sight and Content Vocabu	lary)
Indicator (co	ode)	B1.2.5.1.1. B1	1.2.5.1.2.	B1.2.5.1.3	
Content star	ndard (code)	B1.2.5.1. B1	2.5.1.	B1.2.5.1.	
Performance	e Indicator	• The learne	r should match pictures or objects with words.		
		• The learner	er should read labelled objects and pictures.		
		The learner	er should recognise and read simple words on cards		
-		tivity and Innovationg and Problem Solv		ation and Collaboration Pe	ersonal Development and
Keywords			•		
T. L .R. (s)		Manila cards, marl	kers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculun	n		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	<u>-</u>		pard and write their	What have we learnt
	leaners to	names beside ther			today?
	sing songs	• Lead learners to	match pictur	res or objects with their	
	and recite	names.			

IVAIVA I III I ACC	familiar rhymes	<ul> <li>Draw more objects on the board and provide their names.</li> <li>Call learners one by one to match the pictures with the names written.</li> <li>Assessment: let learners match pictures or objects with words.</li> </ul>	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Draw some objects on the board and write their names under them.</li> <li>Lead learners to read the names written under the pictures.</li> <li>Draw more objects on the board and provide their names.</li> <li>Call learners one by one to read what is written under the pictures.</li> </ul> Assessment: let learners read labelled objects and pictures.	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write some simple words on cards and display it on the board.</li> <li>Lead learners to read the words on the card.</li> <li>Call learners one by one to read the words as you point them (the words).</li> </ul> Assessment: let learners read simple words on cards	What have we learnt today?  Review the lesson with learners

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# TERM TWO BASIC ONE WEEK SEVEN

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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:
Day: Period:		Date :
Strand :	Sub-strand	:
A. Oral Language	A. List	ening Comprehension
B. Reading	B. Con	nprehension
C. Writing	C. Nar	rative Writing
D. Using Writing Con	ventions D. Usii	ng Action Words/Verbs
E. Extensive Reading	E. Buil	ding The Love And Culture Of Reading
Indicator (code)	B1.1.7.1.2. B1.2. 7.1.1.	B1.4.5.1.2 B1.5. 5.1.1. B1.6.1.1.1.
Content standard (code)	B1.1.7.1. B1.2. 7.1	B1.4.5.1. B1.5. 5.1. B1.6.1.1
Core Competencies: Crea Leadership Critical Thinkin	B. Learners can use illust make inferences and page of the control	
Keywords		
T. L .R. (s)	Word cards, sentence cards, I	etter cards, handwriting on a manila card and a class
	library.	

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)  A. ORAL LANGAUGE Read a narrative text aloud to learners.  • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	Phase 3: Plenary / Reflections  What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage	Assessment: let learners mention the sequence of events in a narrative text  B.READING	What have we learnt
	learners to sing songs and recite familiar rhymes	Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.  Assessment: let learners use illustrations, text clues (title, headings) and context to make inferences and predictions	today?  Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Let learners mention their favourite dishes or food.  • Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.  • Let learners mention the ingredients as teacher writes them on the board.	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	Assessment: let learners write simple familiar words  D.WRITING CONVENTIONS AND GRAMMAR USAGE Have learners read level-appropriate texts describing people.  • Put learners in groups to discuss the texts read.  Provide questions to help them identify the descriptive words.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Have learners write simple sentences to describe	
		themselves, using the descriptive words identified.	
		Assessment: let learners identify adjectives and use	
		them to describe oneself and other people	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	
		appropriate books and texts from print	

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verted by	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:				Class size:	
Day: Period:			Date:  Lesson:			
Strand: NU	MBER				Number Operations (Add and Division	lition, Subtraction,
Indicator (co	ode)	B1.1.2.4.1				
Content star	ndard (code)	B1.1.2.4.				
Performance	e Indicator	Learners can Use	counting o	on, counting down and missing addend strategies for		
		adding and subtra	acting withi	hin 20		
		tivity and Innovations and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	5 Relating subtra	action to co	mn	arison or finding the	Review the lesson with
	like:				tracting 5 from 8 is the	Learners
		, , , , ,	<i>y</i> 5			

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	ľm	same as '5 is how many less than 8; or '8 is how many	
	counting	more than 5;	
	one, what		
	is one		
		Assessment: have learners to practice with more	
		examples	- A
Tuesday	Sing songs	5. Relating subtraction to comparison or finding the	Review the lesson with
	like:	difference (Recognizing that subtracting 5 from 8 is the	Learners
		same as '5 is how many less than 8; or '8 is how many	$\sim$
	l'm	more than 5;	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one	examples	
	1 - One is		
	one alone,		
Wednesda	Sing songs	"Using addition to subtract" or re-writing as addition	Review the lesson with
у	like:	sentence and finding the missing addend	Learners
		(i.e., if given 7 = 5, change the question to the	
	l'm	addition $5 + \underline{} = 7$ . The answer is 2, so $7 - 2 = 5$ .	
	counting		
	one, what		
	is one	7 - = What? 5 means $5 + What? = 7$	
	1 - One is		
	one alone,		
		Or if given 8 - 6 = change question to 6 + = 8.	
	alone it	The answer is 2, so $8 - 6 = 2$ ). That is,	
	shall be.		
	2 - Two		
	pair, two	8 - 6 = What? means 6 + What? = 8	
	pair come	villat:	
	pair let us		
	pair		
	1 1		
Thursday	Sing songs	"Using addition to subtract" or re-writing as addition	Review the lesson with
	like:	sentence and finding the missing addend	Learners
		(i.e., if given 7 = 5, change the question to the	
	ľm	addition $5 + \underline{\hspace{1cm}} = 7$ . The answer is 2, so $7 - 2 = 5$ .	
	counting		
	one, what		
	is one	7 -=   What?   5 means 5 +   What?   = 7	
,			

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	1 - One is	
	one alone,	Or if given 8 - 6 = change question to 6 + = 8.
	alone it	The answer is 2, so 8 - 6 = 2). That is,
	shall be.	
	2 - Two	$R - 6 = What? means 6 + What? _ 9$
	pair, two	8 - 6 = What? means 6 + What? = 8
	pair come	
	pair let us	
	pair	
	3 - Turn	Assessment: have learners to practice with more
	around	examples
	4 - Follow	
	me	
	5 - Fire	
Friday	Sing songs	"Using addition to subtract" or re-writing as addition Review the lesson with
	like:	sentence and finding the missing addend Learners
		(i.e., if given 7 = 5, change the question to the
	ľm	addition 5 + = 7. The answer is 2, so 7 - 2 = 5.
	counting	
	one, what	
	is one	7 - = What? 5 means $5 + What?$ = 7
	1 - One is	
	one alone,	
	alone it	Or if given 8 - 6 = change question to 6 + = 8.
	shall be.	The answer is 2, so $8 - 6 = 2$ ). That is,
	2 - Two	
	pair, two	
	pair	8 - 6 = What? means 6 + What? = 8
	M	
		Assessment: have learners to practice with more
		examples

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:		
Day :			Dat	re:		
Period :			Les	son :		
Strand: SYS	TEMS	Sub-s	strand : E	ECOSYSTEM		
Indicator (co	ode)	B1.3.2.1.1				
Content star	ndard (code)	B1.3.2.1.				
Performance	e Indicator	Learners can know the	places w	here living things live (lar	nd, air, and water)	
		tivity and Innovation Corng and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	• Learners observe diffe	erent hab	pitats around the	What have we learnt	
	learners to	school, e. g. a tree which houses some birds and today?				
	sing songs	insects, a bush or a pon	ıd.			
	and recite	Observe videos or pic	tures of <sub>I</sub>	places where living	Ask learners to	
	familiar	things live e.g. a marshy	y area, fo	rest, a pond etc.	summarize the	
	rhymes	<ul> <li>Display pictures of air</li> </ul>	, water a	nd land habitats with	important points of the	
		different organisms.			lesson	
		different organisms.			lesson	

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		• Learners come out with the names of the living things	
		found in the three habitats (living places) in the video,	
		pictures or through the nature walk.	
		Assessment: let learners identify the places where living	
		things live	
Thursday	Engage	Engage learners to draw organisms in their natural	What have we learnt
	learners to	homes.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners draw organisms in their	summarize the
	rhymes	natural homes.	important points of the
			lesson

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NANA FIIFI ACQUAH		
		LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:		
Day:				Date :			
Period :				Les	son:		
Strand : Religious Practices and their Moral Sub-			Sub-stran	<b>d</b> : F	eligious Worship in the 1	Three Major Religions in	
Implications			Ghana				
Indicator (co	ode)	B1 2.1.1.2					
Content star	ndard (code)	B1 2.1.1.					
Performance	e Indicator	Learners can recit	e religious	pas	sages and sing religious s	ongs	
•		tivity and Innovationg and Problem Sol		nica	cion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asso	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Engage	• Show pictures, v	video clips,	etc.	of songs and	What have we learnt	
	learners to	recitations from tl	he three m	nain	religions.	today?	
	sing songs	_	•		ts from the three main		
	and recite		•	•	salm 23 (Christian), 2.	Ask learners to	
	familiar	r Al- Fãtihah (Islamic) and 3. any recital from the summarize the					
	rhymes	traditional religior (Traditional).	n-sacred m	nyths	, riddle, proverbs, etc.	points in the lesson	
		Assessment: let le sing religious song		ite r	eligious passages and		

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:			
Day:			Dat	Date:			
Period :			Les	Lesson:			
Strand : My	Country Ghar	na Sub-stra	Sub-strand : How Ghana Got Its Name				
Indicator (co	ode)	B1.2.3.1.2					
Content star	ndard (code)	B1.2.3.1.					
Performance	e Indicator	Learners can recall when the name Ghana came into formal use					
=	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including as	Plenary / Reflections				
	(preparing						
	the brain						
	for						
<b>T</b> 1	learning)						
Tuesday	Engage	Explain how similarly a new	What have we learnt				
	learners to sing songs	take on a new name, a new flag, a new leader in a story form. (A resource person could be invited).			today?		
	and recite	romm (/ tresource person e	0 01.0		Ask learners to		
	familiar				summarize the main		
	rhymes	Assessment: let learners et came into formal use	cplain	when the name Ghana	points in the lesson		

Thursday	Engage	Explain how similarly a new independent country can	What have we learnt
	learners to	take on a new name, a new flag, a new leader in a story	today?
	sing songs	form. (A resource person could be invited).	
	and recite		Ask learners to
	Idililidi	Assessment: let learners explain when the name Ghana came into formal use	summarize the main
	rhymes		points in the lesson

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	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending:					Class size:		
Day:				Date :			
Period :			Lesson:				
Strand : MOVEMENT CONCEPTS, Sub-stra			ub-stran	<b>d</b> :	DYNAMICS		
PRINCIPLES A	AND STRATEG	SIES					
Indicator (co	ode)	B1.2.2.2.1					
Content standard (code)		B1.2.2.2.					
Performance Indicator		Learners can Distinguish between a jog and a run; a hop and a jump; and a gallop					
		and a slide.					
-		tivity and Innovation ng and Problem Solvi		nica	tion and Collabora	tion Pe	ersonal Development and
Keywords							
T. L .R. (s)		cones	cones				
Ref:	PE curriculu	m Page					
DAY	Phase 1: Starter	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Learners	Demonstrate the pa					What have we learnt
	jog round a	,				_	today?
	demarcate	a run. Let them do t	this at the	e en	d of a related pract	tical	
	d area in	lesson					Use answers to
	files while						summarise the lesson.
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						

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	injuries				
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : OUF	R BELIEFS AND	O VALUES S	Sub-stran	<b>d</b> : E	Being a Leader	
Indicator (co	ode)	B1.3.4.1. 1.				
Content star	ndard (code)	B1.3.4.1.				
Performance	e Indicator	Learners can narra	te the sto	ries	of the birth of religious l	eaders
		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricul	um Page	!		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	essm	nent)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	religious leaders: C Traditional Religion Learners tell storie leaders.	Christian, Is n (ATR). es about th arners nar	slam he b	. •	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Show pictures and video clips depicting the birth of the	What have we learnt
	learners to	religious leaders: Christian, Islam and African	today?
	sing songs	Traditional Religion (ATR).	
	and recite	Learners tell stories about the birth of the religious	Ask learners to
	familiar	leaders.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners narrate the stories of the birth	
		of religious leaders	

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NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand: VISU	JAL ARTS		Sub-strand	d: Displaying and Sharing	
Indicator (co	ode)	B1 1.3.5.2			
Content star	ndard (code)	B1 1.3.5.		. \ \ \	
Performance	e Indicator	Learners can exh	ibit own aı	rtworks to share own crea	tive experiences of visual
		artworks that re	eflect the	natural and manmade er	nvironments of the local
Core Compe	tencies: Crea	•	on Commur	nication and Collaboration F	ersonal Development and
=		ng and Problem Sol		7	·
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to			sual artworks to educate	today?
	sing songs	·		natural and manmade	
	and recite	environments of t	the local co	mmunity	Ask learners to
	familiar				summarize the main
	rhymes			elen a sala di	points in the lesson
		Assessment: let le	arners exh	ibit own artworks	

Wednesda	Engage	Learners are to: 2 display portfolio of own visual	What have we learnt
У	learners to	artworks to educate and inform the public on the	today?
	sing songs	natural and manmade environments of the local	
	and recite	community	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners exhibit own artworks	points in the lesson

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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	_//\_
Period :				Lesson:	
Strand : Wri	ting		Sub-stran	d: Writing Letters-Small and	Capital
Indicator (co	ode)	B1.3.2.1.2	B1.3.2.1	1.3.	
Content sta	ndard (code)	B1.3.2.1.	B1.3.2.1		
Performanc	e Indicator	The learner	er should w	vrite lower and upper-case le	tters
		• The learne on the box		opy and trace letters and wor	ds from given letter cards
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mai	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Talk about the least of the seconds</li> <li>Lead learners to letters correctly.</li> </ul>	etters writ of the lette write the	er case letters on the board. ten on the board. ers aloud to the learners. lower- and upper-case ite lower and upper-case	What have we learnt today?  Review the lesson with learners

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	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Provide learners with letter cards.</li> <li>Lead learners to trace the letters on the cards.</li> <li>Charge learners to write the letters without tracing.</li> <li>NB: Teacher to go around to monitor this activity.</li> </ul>	What have we learnt today?  Review the lesson with
		Assessment: let learners should copy and trace letters and words from given letter cards on the board.	learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Provide learners with letter cards.</li> <li>Lead learners to trace the letters on the cards.</li> <li>Charge learners to write the letters without tracing.</li> <li>NB: Teacher to go around to monitor this activity.</li> </ul>	What have we learnt today?
		Assessment: let learners should copy and trace letters and words from given letter cards on the board.	Review the lesson with learners

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# TERM TWO BASIC ONE WEEK EIGHT

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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:		
Day:		Date:		
Strand :	Sub-stran	d:		
A. Oral Language	A. Lis	tening Comprehension		
B. Reading	B. Co	mprehension		
C. Writing	C. Na	rrative Writing		
D. Using Writing Con	ventions D. Us	ing Action Words/Verbs		
E. Extensive Reading	E. Bu	ilding The Love And Culture Of Reading		
Indicator (code)	B1.1.7.1.2. B1.2. 7.1.1.	B1.4.5.1.2 B1.5. 5.1.1. B1.6.1.1.1.		
Content standard (code)	B1.1.7.1 B1.2. 7.1	B1.4.5.1. B1.5. 5.1. B1.6.1.1.		
Performance Indicator	<ul> <li>A. Learners can recognise and relate the sequence of events in a narrative text</li> <li>B. Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions</li> <li>C. Learners can write simple familiar words</li> <li>D. Learners can identify adjectives and use them to describe oneself and other people.</li> <li>E. Learners can read a variety of age – appropriate books and texts from print</li> </ul>			
Core Competencies: Crea		nication and Collaboration Personal Development and		
Leadership Critical Thinkin	•			
Keywords				
T. L .R. (s)	Word cards, sentence cards,	letter cards, handwriting on a manila card and a class		
	library.			

Ref:	ef: English Language curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)  A. ORAL LANGAUGE  Read a narrative text aloud to learners.  • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	Phase 3: Plenary / Reflections  What have we learnt today?  Ask learners to summarize the main points in the lesson		
Tuesday	Fucción	ASSESSMENT: let learners mention the sequence of events in a narrative text	NA/lead have used a suit		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.  ASSESSMENT: let learners use illustrations, text and context clues to make predictions before reading	What have we learnt today?  Ask learners to summarize the main points in the lesson		
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING Let learners mention their favourite dishes or food.  • Let learner's select one food and talk about the ingredients used in its preparation, e.g. Jollof.  • Let learners mention the ingredients as teacher writes them on the board.  • Let them then work as individuals, choose their own special food or dish and write the ingredients.  • Let learners do peer editing.	What have we learnt today?  Ask learners to summarize the main points in the lesson		
		ASSESSMENT: let learners write simple familiar words			

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Thursday	Engage learners to	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?
	sing songs	Have learners read level-appropriate texts describing	,
	and recite	people.	Ask learners to
	familiar	Put learners in groups to discuss the texts read.	summarize the main
	rhymes	Provide questions to help them identify the descriptive words.	points in the lesson
		Have learners write simple sentences to describe	
		themselves, using the descriptive words identified.	
		Have learners write parallel sentences to describe their friends	
		ASSESSMENT: let learners identify adjectives and use	
		them to describe oneself and other people	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
	lityiiics	the-page texts to learners.	points in the lesson
		<ul> <li>Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul>	
		ASSESSMENT: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:			Class size:		
•			Date:			
Strand: NU	MBER			d: Number Operations (Add	lition, Subtraction,	
			Multiplica	tion and Division		
Indicator (co		B1.1.2.4.2				
	ndard (code)	B1.1.2.4.				
Performance	e Indicator			p word problems involving	addition and subtraction	
		within 20 using a	•			
		tivity and Innovations ng and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords		<i>K</i>				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	e			
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Sing songs like:	. Use a variety of strategies (objects, drawings, me strategies, counting on, doubles etc.) to solve addit word problems to 20 involving adding to, putting			Review the lesson with Learners	

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	I'm counting one, what	together – and with unknowns in all positions Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?	
	is one 1 - One is	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to, putting together – and with unknowns in all positions Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one 1 - One is	Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?  - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?  - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?  Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:				Class	size:		
Day:				Date	e :			_(\)_
Period :			Lesson:					
Strand : FORCES AND ENERGY Sub-strand : SOURCES AND FORMS OF ENERGY				OF ENERGY				
Indicator (co	ode)	B1.4.1.1.1						
Content star	ndard (code)	B1.4.1.1.						
Performance	e Indicator	Learners can und	lerstand er	nergy	and gi	ive exa	mples of i	ts uses
-		tivity and Innovationg and Problem Sol		inicat	tion an	d Colla	boration I	Personal Development and
Keywords								
T. L .R. (s)		Pictures						
Ref:	Science curi	riculum Page						
DAY	Phase 1:	Phase 2: Main						Phase 3:
	Starter	(new learning incl	luding ass	essm	ent)			Plenary / Reflections
	(preparing		0		,			
	the brain							
	for							
	learning)							
Monday	Engage	Learners talk ab	-	•		-	•	What have we learnt
	learners to	Guide learners	to underta	ake a	ctivitie	s that i	nvolve	today?
	sing songs	the use of energy. E.g. clapping of hands, lighting of a						
	and recite	candle or torch, or switching on the light in the Ask learners to						
	familiar	classroom.						summarize the
	rhymes	Assist learners	to come-o	ut wi	ith the	meanii	ng of	important points of the
		energy						lesson

						-		
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		ASSESSMENT: let learners explain energy and give examples of its uses	
Thursday	Engage learners to sing songs	Ask learners to brainstorm on what happens when a car runs short of fuel.  • Summarise the learners' responses by explaining to	What have we learnt today?
	and recite familiar rhymes	them that energy is what enables us to do work.	Ask learners to summarize the important points of the
		ASSESSMENT: let learners explain energy and give examples of its uses	lesson

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NANA FIIFI ACQUAH		
		LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:	
Day:			D	ate:	
Period :			Le	sson :	(1)
Strand : Reli	gious Practice	es and their Moral <b>Sub</b> -	strand :	Religious Worship in the	Three Major Religions in
Implications		Ghar	na		
Indicator (co	ode)	B1 2.1.1			
Content star	ndard (code)	B1 2.1.			
Performance	e Indicator	Learners can recite reli	igious pa	ssages and sing religious	songs
Core Compe	tencies: Crea	tivity and Innovation Co	mmunio	ation and Collaboration F	Personal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assess	ment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Engage	Show pictures, video cl	lips, etc.	of songs and recitations	What have we learnt
	learners to	from the three main re	from the three main religions.		
	sing songs	• Let learners sing and	recite t	exts from the three main	
	and recite	religions: 1. The Lord's	Prayer,	Psalm 23 (Christian), 2.	Ask learners to
	familiar	Al- Fãtihah (Islamic) an	ıd 3. any	recital from the	summarize the main
	rhymes	traditional religion-sacı (Traditional).	red myt	ns, riddle, proverbs, etc.	points in the lesson
		(Traditional).			
		ASSESSMENT: let learn	iers reci	e religious passages and	
		sing religious songs			

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :			Lesson:		
Strand · My	Country Ghar	าล	Sub-stran	d : Some Selected Individua	alc
Straina : iviy	Country Grian	id	Sub Strain	a. Some Selected marriage	
Indicator (co	ode)	B1.2.5.1.1			<del>)</del>
Content star	ndard (code)	B1.2.5.1.			
Performance	e Indicator	Learners can iden	tify Ghana	ians of diverse fields who ha	ve contributed significantly
		to national devel	opment in	cluding Theodosia Okoh(N	National flag). Amon Kotei
		(Coat of Arms). Ba	aba Yara (F	ootball), Ephraim Amu (Mus	sic), Kofi Antubam (Art and
		craft), Kow Ansah (Film) etc.			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration	Personal Development and
Leadership (	Critical Thinkin	ng and Problem So	lving.		
Varnonda					
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage				What have we learnt
	learners to				today?
	sing songs				
	and recite				Ask learners to
	familiar	Identify Ghanaiar	ns of divers	e professions who have	summarize the main
	rhymes.			national development.	points in the lesson

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	Which		
	individuals		
	have		
	contribute		
	d to		
	Ghana's	ASSESSMENT: let learners identify Ghanaians of diverse	
	developme	fields who have contributed significantly to national	
	nt? How	development	
	have they		
	contribute		
	d to		
	Ghana's		
	developme		
	nt		
Thursday	Engage	Identify Ghanaians of diverse professions who have	What have we learnt
	learners to	contributed significantly to national development.	today?
	sing songs		
	and recite	ASSESSMENT: let learners identify Ghanaians of diverse	Ask learners to
	familiar	fields who have contributed significantly to national	summarize the main
	rhymes	development	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : MO	VEMENT CON	ICEPTS,	Sub-strar	nd: RELATIONS		
PRINCIPLES A	AND STRATEG	SIES				
Indicator (co	ode)	B1.2.3.2.1				
Content standard (code) B1.2.3.2.						
Performance	e Indicator	Learners can Expla	in the key	differences and similarities	in jog and a run, a hop and	
		a jump, and a gallo	op and a s	lide		
=		tivity and Innovationg and Problem Solv		nication and Collaboration	Personal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	um Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding ass	essment)	Phase 3: Plenary / Reflections	
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal performan ce and to	Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance.		What have we learnt today?  Use answers to summarise the lesson.		

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	injuries		
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : OUI	R BELIEFS ANI	O VALUES	Sub-stran	<b>d</b> : Being a Leader	
Indicator (co	ode)	B1.3.4.1. 1.			
Content star	ndard (code)	B1.3.4.1.			
Performanc	e Indicator	Learners can narr	ate the sto	ries of the birth of religious	s leaders
=		tivity and Innovations and Problem So		nication and Collaboration	Personal Development and
Keywords				<b>)</b> -	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curricu	ulum Page		
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
	the brain for learning)				
Tuesday	Engage learners to sing songs and recite familiar rhymes		rners to co	of the religious leaders.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		ASSESSMENT: let birth of religious		arrate the stories of the	

INAINA I III I ACC	<u> </u>		
Thursday	Engage	Learners role play the birth of the religious leaders.	What have we learnt
	learners to		today?
	sing songs		
	and recite	ASSESSMENT: let learners narrate the stories of the	Ask learners to
	familiar	birth of religious leaders	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te :	
Period :			Les	ison :	
<b>Strand</b> : Perf	forming arts	Sub-s	trand :	Displaying and Sharing	
Indicator (co	ode)	B1 2.3.5.2			
Content star	ndard (code)	B1 2.3.5.			
Performance	e Indicator	Learners can perform	own a	rtworks to share own	creative experiences of
		performing artworks th local community	at refle	ct the natural and manm	nade environments in the
Core Compe	tencies: Crea	tivity and Innovation Con	nmunica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	Learners are to:			What have we learnt
ivioliuay	Engage learners to	☐ plan to perform own r	aucic d	anco and drama to	today?
	sing songs	share, educate and info	-		today:
	and recite	things that reflect the na		_	Ask learners to
	familiar	environments in the loc			summarize the main
	rhymes		ai COIIIII	raincy	points in the lesson
	inymes	ASSESSMENT: let learne	rs perfo	rm own artworks to	points in the lesson
			•	of performing artworks	

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Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	plan to present some of the music, dance and drama	today?
	sing songs	performed in the local community	
	and recite		Ask learners to
	familiar	ASSESSMENT: let learners perform own artworks to	summarize the main
	rhymes	share own creative experiences of performing artworks	points in the lesson

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

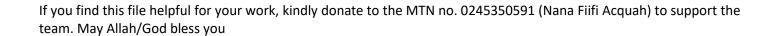
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Di	ate:	
Period :			Le	esson :	
Strand : Writ	ting	9	Sub-strand :	Writing Letters-Small and	Capital
Indicator (co	ode)	B1.3.2.1.4. B1	.3.3.1.1		
Content star	ndard (code)	B1.3.2.1 B1	1.3.3.1.		
Performance	e Indicator	<ul> <li>The learner should trace from a given templates.</li> <li>The learner should combine strokes to form shapes of the letters of the alphabets correctly.</li> </ul>			es of the letters of the
_		tivity and Innovatior ng and Problem Solv		ration and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mark	ers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculum	1		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	iding assess	ment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	on them.	groups and	ates with objects drawn lead them to trace the	What have we learnt today?

<u> </u>		
	ASSESSMENT: let learners should trace from a given	Review the lesson with
	templates.	learners
Engage eaners to	Draw strokes on papers and give them to learners.      Ask learners to combine the strokes on the papers.	What have we learnt today?
		toddy:
and recite	with them.	
amiliar	Draw the strokes on the board and call learners to	
nymes	combine them to form letters of the alphabet.	Review the lesson with
		learners
	shapes of the letters of the alphabets correctly.	
-		
		What have we learnt
		today?
and recite	• Let learners show their work to the class and discuss it with them.	
amiliar	Draw the strokes on the board and call learners to	
hymes	combine them to form letters of the alphabet.	Review the lesson with
		learners
	ASSESSMENT: let learners combine strokes to form	
	shapes of the letters of the alphabets correctly.	
	ngage eaners to ing songs nd recite amiliar hymes  ngage eaners to ing songs nd recite	ASSESSMENT: let learners should trace from a given templates.  • Draw strokes on papers and give them to learners. • Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form letters of the alphabet.  ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.  • Draw strokes on papers and give them to learners. • Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form letters of the alphabet.  ASSESSMENT: let learners combine strokes to form

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# TERM TWO BASIC ONE WEEK NINE



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	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:
Day: Period:		Date:
Strand :	Sub-stran	
A. Oral Language		stening Comprehension
B. Reading		omprehension
C. Writing		eative/Free Writing
D. Using Writing Con		sing Action Words/Verbs
E. Extensive Reading	E. Bu	uilding The Love And Culture Of Reading
Indicator (code)	B1.1.7.1.3. B1.2. 7.1.2.	B1.4.5.1.3. B1.5. 5.1.1. B1.6.1.1.1.
Content standard (code)	B1.1.7.1. B1.2. 7.1	B1.4.5.1 B1.5. 5.1 B1.6.1.1
Performance Indicator	A. Learners can recogn	ise and discuss characters in a story
	B. Learners can ask a	and answer factual and inferential and applicative
	questions about leve	el-appropriate texts
	C. Learners can use bas	ic descriptive words in writing simple sentence
	D. Learners can identify	adjectives and use them to describe oneself and other
	people	
	E. Learners can read a v	variety of age – appropriate books and texts from print
		nication and Collaboration Personal Development and
Leadership Critical Thinkir	ng and Problem Solving.	
Keywords		
T. L .R. (s)	Word cards sentence cards	, letter cards, handwriting on a manila card and a class
1. L .IV. (3)	library.	, ietter caras, nanawnting on a manna cara and a class
	norary.	

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)  A. ORAL LANGAUGE Read a story aloud to learners.  • Have them discuss, in pairs/small groups, the main and minor characters in the story.  • Have groups/pairs share their views with the whole class  Assessment: let learners identify discuss characters in a story	Phase 3: Plenary / Reflections  What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Have learners read level appropriate texts independently, with minimal support from peers/teacher.  • Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension  Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big.</li> </ul> Assessment: let learners use basic descriptive words in	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
Titursuay	learners to	D.WITTING CONVENTIONS AND GRAWWAR OSAGE	today?
	sing songs	Have learners read level-appropriate texts describing	today.
	and recite	people.	Ask learners to
	familiar	Put learners in groups to discuss the texts read.	summarize the main
	rhymes	Provide questions to help them identify the descriptive words.	points in the lesson
		Have learners write simple sentences to describe	
		themselves, using the descriptive words identified.	
		Have learners write parallel sentences to describe their friends	
		Assessment: let learners use adjectives to describe	
		oneself and other people	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
ı	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
	,	the-page texts to learners.	•
		Encourage them to read individually and in pairs, and	
ı		provide support and encouragement	
		provide the provid	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	
		TEPTOPORTO SOCIO SILIS CONTO IL DITTO	

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verted by	Signature:	Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Endin	g:				Class size:	
Day : Period :				Date		
Strand: NU	MBER		Sub-stranc	d : Fi	ractions	
Indicator (co	ode)	B1.1.3.1.1				
Content star	ndard (code)	B1.1.3.1.				
Performance	e Indicator	Learners can und	erstand the	frac	tion one-half as the qua	ntity obtained by taking 1
		part when a whol	e is partitio	ned	into two equal parts	
		tivity and Innovations and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	9			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessmen		ent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Monday	learning)	Lico conoroto ob	iasta ta ava	منداد	the fraction half as the	Dovioustha lassan with
Monday	Sing songs like:				the fraction half as the rt when a whole object	Review the lesson with Learners
	IIKC.	is partitioned into		-		Leatilets
		-   -   -   -   -   -   -   -   -   -		ļ- <b>-</b> (		

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	l'm	E.g. 2. Use pictorial representations to explain the	
	counting	fraction half as the quantity obtained by taking 1 part	
	one, what	when a whole object is partitioned into two equal parts	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	2 - Two	One whole one half	
	pair, two	one whole one half	
Tuesday	Sing songs	Use pictorial representations to help learners sort	Review the lesson with
,	like:	fractions into those that are halves and those that are	Learners
		not halves	
	l'm		) ·
	counting		
	one, what	X	
	is one		
	1 - One is	A .	
	one alone,		
	alone it	×	
	shall be.		
	Silali bc.		
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Use pictorial representations to help learners sort	Review the lesson with
У	like:	fractions into those that are halves and those that are	Learners
		not halves	
	l'm		
	counting		
	one, what	× / × /	
	is one		
	1 - One is		
	one alone,		
	alone it	×	
	shall be.		
		Assessment: have learners to practice with more	
		examples	
		'	1

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Thursday	Sing songs	Use pictorial representations to help learners sort	Review the lesson with
	like:	fractions into those that are halves and those that are	Learners
		not halves	
	l'm		
	counting		
	one, what	× ×	
	is one		
	1 - One is		
	one alone,		
		X	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Use pictorial representations to help learners sort	Review the lesson with
	like:	fractions into those that are halves and those that are	Learners
		not halves	
	l'm		
	counting		
	one, what	x x	
	is one		
	1 - One is	A	
	one alone,		
		×	
		Assessment: have learners to practice with more	
		examples	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:		Class size:	
Day:			Date :	
Period :			Lesson:	
Strand: FOF	RCES AND ENE	ERGY Sub-strai	nd : SOURCES AND FORMS OF	EENERGY
Indicator (co	ode)	B1.4.1.2.1		
Content star	ndard (code)	B1.4.1.2.		
Performance	e Indicator	Learners can explain the te	rms hot and cold	
		tivity and Innovation Commung and Problem Solving.	unication and Collaboration P	ersonal Development and
Reywords			<i></i>	
T. L .R. (s) Picture		Pictures		
Ref:	Science cur	riculum Page		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter	(new learning including ass	essment)	Plenary / Reflections
	(preparing			
	the brain			
	for			
	learning)			
Monday	Engage	Ask learners: What types of	things are usually hot?	What have we learnt
	learners to	What types of things are us	ually cold?	today?
	sing songs	Display substances that a	re hot or cold (e.g. hot tea,	
	and recite	ice cream, ice block, hot wa	ter, water at room	Ask learners to
	familiar	temperature, cold water.		summarize the
	rhymes	• Learners sort the items in	to hot and cold in groups.	important points of the
		• Show learners a hot item	(learners should not touch)	lesson
		to differentiate it from war	m items.	

		Learners compare the samples in terms of warmth (by	
		touching/feeling the provided samples).	
		Assessment: let learners explain the terms hot and cold	
Thursday	Engage	Learners talk about how we keep hot things hot and	What have we learnt
	learners to	cold things cold for a long time.	today?
	sing songs	What will happen if an object is placed in the sun?	
	and recite	Tell how substances placed in a fridge feel when	Ask learners to
	familiar	touched,	summarize the
	rhymes	Learners explore other ways of making things warm	important points of the
		(For example, putting them in the sun, touching a	lesson
		phone that has just been charged).	
		Assessment: let learners explain the terms hot and cold	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day:				Date:		
Period :					son :	
	pious Practice	es and their Moral	Sub-stran		Religious Festivals in the T	hree Major Religions in
Implications	5.04311400.00	so arra erren ivrorar	Ghana		iengrous reservais in the	ince major nengions in
			<b>C</b> 110110			
Indicator (code)		B1.2.2.1.1				
Content standard (code)						
Performance	Indicator	Learners can explain the terms hot and cold				
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	riticai ininkir	ng and Problem Sol	ving.			
Keywords						
•						
T. L .R. (s)		Pictures				
Ref:	: RME curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (new learning including ass		uding ass	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Friday Engage • Guide learners to mention				What have we learnt	
	learners to	three religions Christian: Christmas,				today?
	sing songs	Islamic: Eid-ul-Fitr, Eid-ul-Adha, e				
	and recite		lwira, Dam	ıba,	Homowo, Hogbetsotso,	Ask learners to
	familiar	FetuAfahyE, etc.				summarize the main
	rhymes					points in the lesson
		Assessment: let le	earners exp	olain	the terms hot and cold	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : My	Country Ghar	na	Sub-strar	nd : Some Selected Individual	s
Indicator (co	ode)	B1.2.5.1.1			,
Content star	ndard (code)	B1.2.5.1.			
Performance	e Indicator	Learners can iden	tify Ghana	ians of diverse fields who hav	e contributed significantly
			aba Yara (F	cluding Theodosia Okoh (Na Football), Ephraim Amu (Musi	•,
		tivity and Innovations and Problem Sol		inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage			r achievements e. g	What have we learnt
	learners to			ag), Amon Kotei (coat of Ephraim Amu (music), Kofi	today?
	sing songs and recite	-		w Ansah (Film) etc	Ask learners to
	familiar rhymes			entify Ghanaians of diverse I significantly to national	summarize the main points in the lesson

NANA FIIFI ACC	QUAH		
Thursday	Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : MO	VEMENT CON	ICEPTS,	Sub-strar	nd : E	ODY MANAGEMENT	
PRINCIPLES A	AND STRATEG	SIES				
Indicator (co	ode)	B1.2.4.2.1				
Content star	ndard (code)	B1.2.4.2.				
Performance	e Indicator	Learners can Iden	tify body p	parts		
Core Compe	t <b>oncies:</b> Crea	tivity and Innovativ	on Commu	nica	tion and Collaboration Pe	ersonal Development and
=		ng and Problem Sol		iiiica	tion and conaboration re	ersonal Development and
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
e da.	learning)	C. Malaassassas	tala attica a		-Cibabada Bataranba	Miles I leaves a leaves
Friday	Learners				of the body. Point at the	
	jog round a	7 .			let them mention the	today?
	demarcate	parts they use in	periorming	g buy	vsicai activities.	Llee encurere to
	d area in	Dunaia at I a halitha			th the fellowing pages	Use answers to
	files while				th the following names	summarise the lesson.
	singing and	(head, hand, leg,	neck and c	nest		
	clapping to					
	warm-up					
	the body for					
	maximal					
	performan					

injuries	NANA FIIFI ACQUAH  ce and preven		
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:			D	ate :	
Period :			L	esson :	
Strand: OUR	R NATION GH	ANA S	ub-strand	: Being a Citizen	
Indicator (co	ode)	B1.4.1.1.1.			
Content star	ndard (code)	B1.4.1.1.			
Performance	e Indicator	Learners can mention	on the cha	racteristics of a responsible	citizen
=		tivity and Innovation ng and Problem Solvin		cation and Collaboration Pe	ersonal Development and
Keywords				)-	
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculu	ım Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding asses	sment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage			ponsible citizen is, e.g.	What have we learnt
	learners to			lles, respecting people,	today?
	sing songs	taking care of school environment tidy, b		, , ,	
	and recite	environment tidy, lo	• .	, , ,	Ask learners to
	familiar	environment day, ic	oving your	country etc	summarize the main
	rhymes				points in the lesson
		Assessment: let lear a responsible citizer		tion the characteristics of	

Thursday	Engage	Learners talk about who a responsible citizen is, e.g.	What have we learnt
	learners to	obeying parents and school rules, respecting people,	today?
	sing songs	taking care of school property, keeping the	
	and recite	environment tidy, being polite, keeping the	Ask learners to
	familiar	environment tidy, loving your country etc	summarize the main
	rhymes	Assessment: let learners mention the characteristics of a responsible citizen	points in the lesson

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand: VISU	JAL ARTS PEF	RFORMING ARTS	Sub-strar	nd: Appreciation and Apprais	al
Indicator (co	ode)	B1 1.4.6.1	B1 2.4.6	5.1	
Content standard (code) B1 1.4.6. B1 2.4.		6.			
Performance Indicator		thoughts a  • Learners o	about own	e on guidelines for viewing and expressing feelings and in and others' displayed visual artworks e on guidelines for viewing and expressing feelings and in and others' displayed performing artworks	
<del>-</del>		tivity and Innovations and Problem Sol		inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	out with meaning	g from visu	o view, examine and come al artworks; ② express own on and others' displayed	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners agree on guidelines for	
		viewing and expressing feelings and thoughts about	
		own and others' displayed visual artworks	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	② agree on guidelines for use to view, examine and	today?
	sing songs	come out with meaning from music, dance and drama	
	and recite	to express own feelings and ideas of own and others'	Ask learners to
	familiar	performed artworks	summarize the main
	rhymes		points in the lesson
		Assessment: let learners agree on guidelines for viewing	
		and expressing feelings and thoughts about own and	
		others' displayed performing artworks	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

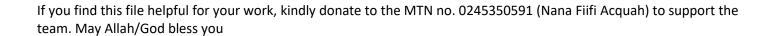
SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand:			Sub-strar	nd:	
Writing			Writing S	imple Words/Names of Peop	le and Places (Proper
			Nouns) La	abelling Items in the Environn	nent/
			Classroor	n	
Indicator (co	ode)	B1.3.3.1.2			
Content star	ndard (code)	B1.3.3.1.			
Performance	e Indicator	The learner shoul	ld combine	e strokes to form shapes of th	e lower-case letters.
Core Competencies: Crea Leadership Critical Thinkin				inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage		• •	nd give them to learners.	What have we learnt
	leaners to	7.011.0011.010.0		he strokes on the papers.	today?
	sing songs and recite		ow their wo	ork to the class and discuss it	
	anu recite	with them.			

	(0,		
	familiar	• Draw the strokes on the board and call learners to	
	rhymes	combine them to form shapes of the lower-case letters.	Review the lesson with
			learners
		Assessment: let learners combine strokes to form	
		shapes of the lower-case letters	
	Engage	Draw strokes on papers and give them to learners.	What have we learnt
	leaners to	• Ask learners to combine the strokes on the papers.	today?
	sing songs	• Let learners show their work to the class and discuss it	
	and recite	with them.	
	familiar	Draw the strokes on the board and call learners to	
	rhymes	combine them to form shapes of the lower-case letters.	Review the lesson with
			learners
		Assessment: let learners combine strokes to form	
		shapes of the lower-case letters	
	Engage	• Draw strokes on papers and give them to learners.	What have we learnt
	leaners to	• Ask learners to combine the strokes on the papers.	today?
	sing songs	• Let learners show their work to the class and discuss it	
	and recite	with them.	
	familiar	• Draw the strokes on the board and call learners to	
	rhymes	combine them to form shapes of the lower-case letters.	Review the lesson with
			learners
		Assessment: let learners combine strokes to form	
		shapes of the lower-case letters	
L			

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VCCCC Dy	 	Date

# TERM TWO BASIC ONE WEEK TEN



NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Period:    Strand:	Week Ending:		Class size:
A. Cral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading B1.1.7.1.3. B1.2. 7.1.2. B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.  Content standard (code) B1.1.7.1. B1.2. 7.1. B1.4.5.1 B1.5.7.1. B1.5.7.1. B1.6.1.1.  Performance Indicator B. Learners can recognise and discuss characters in a story B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts C. Learners can use basic descriptive words in writing simple sentence D. Learners can read a variety of age – appropriate books and texts from print			
A. Cral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading  B. Comprehension C. Creative/Free Writing D. Using Action Words/Verbs E. Building The Love And Culture Of Reading  Indicator (code)  B1.1.7.1.3  B1.2. 7.1.2  B1.4.5.1.3  B1.5.7.1.1  B1.6.1.1.1  Content standard (code)  B1.1.7.1  B1.2. 7.1  B1.4.5.1  B1.5.7.1  B1.6.1.1.1  Performance Indicator  A. Learners can recognise and discuss characters in a story B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts C. Learners can use basic descriptive words in writing simple sentence D. Learners can identify and use prepositions in oral and written language to indicate position E. Learners can read a variety of age – appropriate books and texts from print			
B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading  B. Comprehension C. Creative/Free Writing D. Using Action Words/Verbs E. Building The Love And Culture Of Reading  Indicator (code)  B1.1.7.1.3. B1.2. 7.1.2. B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.  Content standard (code) B1.1.7.1. B1.2. 7.1. B1.4.5.1 B1.5.7.1. B1.6.1.1.  Performance Indicator  A. Learners can recognise and discuss characters in a story B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts C. Learners can use basic descriptive words in writing simple sentence D. Learners can identify and use prepositions in oral and written language to indicate position E. Learners can read a variety of age – appropriate books and texts from print	Strand :		
C. Creative/Free Writing D. Using Writing Conventions E. Extensive Reading  B1.1.7.1.3. B1.2. 7.1.2. B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.  Content standard (code)  B1.1.7.1. B1.2. 7.1. B1.4.5.1 B1.5.7.1. B1.6.1.1.  Performance Indicator  A. Learners can recognise and discuss characters in a story  B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts  C. Learners can use basic descriptive words in writing simple sentence  D. Learners can identify and use prepositions in oral and written language to indicate position  E. Learners can read a variety of age – appropriate books and texts from print	A. Oral Language		
D. Using Writing Conventions E. Extensive Reading  B1.1.7.1.3. B1.2. 7.1.2. B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.  Content standard (code)  B1.1.7.1. B1.2. 7.1. B1.4.5.1 B1.5.7.1. B1.6.1.1.  Performance Indicator  A. Learners can recognise and discuss characters in a story  B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts  C. Learners can use basic descriptive words in writing simple sentence  D. Learners can identify and use prepositions in oral and written language to indicate position  E. Learners can read a variety of age – appropriate books and texts from print	_		·
E. Building The Love And Culture Of Reading    Indicator (code)	C. Writing	C. Cr	reative/Free Writing
Indicator (code)  B1.1.7.1.3. B1.2. 7.1.2. B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.  Content standard (code)  B1.1.7.1. B1.2. 7.1. B1.4.5.1 B1.5.7.1. B1.5.7.1.  A. Learners can recognise and discuss characters in a story  B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts  C. Learners can use basic descriptive words in writing simple sentence  D. Learners can identify and use prepositions in oral and written language to indicate position  E. Learners can read a variety of age – appropriate books and texts from print	D. Using Writing Conventions  D. Using Action Words/Verbs		
Content standard (code) B1.1.7.1. B1.2. 7.1. B1.4.5.1 B1.5.7.1. B1.6.1.1.  Performance Indicator  A. Learners can recognise and discuss characters in a story  B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts  C. Learners can use basic descriptive words in writing simple sentence  D. Learners can identify and use prepositions in oral and written language to indicate position  E. Learners can read a variety of age – appropriate books and texts from print	E. Extensive Reading	E. Bu	uilding The Love And Culture Of Reading
A. Learners can recognise and discuss characters in a story  B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts  C. Learners can use basic descriptive words in writing simple sentence  D. Learners can identify and use prepositions in oral and written language to indicate position  E. Learners can read a variety of age – appropriate books and texts from print	Indicator (code)	B1.1.7.1.3. B1.2. 7.1.2.	B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.
<ul> <li>B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts</li> <li>C. Learners can use basic descriptive words in writing simple sentence</li> <li>D. Learners can identify and use prepositions in oral and written language to indicate position</li> <li>E. Learners can read a variety of age – appropriate books and texts from print</li> </ul>	Content standard (code)	B1.1.7.1. B1.2. 7.1.	B1.4.5.1 B1.5.7.1. B1.6.1.1.
<ul> <li>C. Learners can use basic descriptive words in writing simple sentence</li> <li>D. Learners can identify and use prepositions in oral and written language to indicate position</li> <li>E. Learners can read a variety of age – appropriate books and texts from print</li> </ul>	Performance Indicator	B. Learners can ask a	and answer factual and inferential and applicative
<ul> <li>D. Learners can identify and use prepositions in oral and written language to indicate position</li> <li>E. Learners can read a variety of age – appropriate books and texts from print</li> </ul>		questions about leve	el-appropriate texts
indicate position  E. Learners can read a variety of age – appropriate books and texts from print		C. Learners can use bas	sic descriptive words in writing simple sentence
E. Learners can read a variety of age – appropriate books and texts from print		D. Learners can identify	y and use prepositions in oral and written language to
		•	
		E. Learners can read a v	variety of age – appropriate books and texts from print
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and		-	unication and Collaboration Personal Development and
Leadership Critical Thinking and Problem Solving.	Leadership Critical Thinkii	ng and Problem Solving.	
Keywords	Keywords		
	T. L .R. (s)	Word cards, sentence cards	s, letter cards, handwriting on a manila card and a class
T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class		library.	
T I R (s) Word cards sentence cards letter cards handwriting on a manile card and a class	(3)		, retter caras, nanawitting on a maima cara and a class
		'	

Ref:	English Lang	guage curriculum Page	
Monday	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)  A. ORAL LANGAUGE Read a story aloud to learners.  • Have them discuss, in pairs/small groups, the main and minor characters in the story.  • Have groups/pairs share their views with the whole class  Assessment: let learners discuss characters in a story	Phase 3: Plenary / Reflections  What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Have learners read level appropriate texts independently, with minimal support from peers/teacher.  • Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension  Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences).</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

	ZOAH		
		Assessment: let learners use basic descriptive words in	
Thursday	F	writing simple sentence	M/hat have welleret
Thursday	Engage learners to	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?
	sing songs	State the position of various classroom objects using	
	and recite	simple prepositions.	Ask learners to
	familiar	Give sample sentences (on sentence cards) to	summarize the main
	rhymes	learners. e.g. Mary is in the room. Aba is sitting on the chair.	points in the lesson
		• Let learners identify the words in, on, etc. as words that show position.	
		Pair up learners and have them use the prepositions	
		identified in simple and meaningful sentences.	
		Assessment: let learners identify and use prepositions	
		in oral and written language to indicate position	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	<ul> <li>Have a variety of age appropriate books for learners</li> </ul>	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
	Tityines	the-page texts to learners.	points in the lesson
		Encourage them to read individually and in pairs, and	
		provide support and encouragement	
		provide support and encouragement	
		Assessment: let learners read a variety of age –	
		appropriate books and texts from print	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g:				Class size:	
Day:				Dat		
Period :				Les	son:	
Strand : NUN	MBER		Sub-stranc	<b>d</b> : F	ractions	
Indicator (code) B1.1.3.1.2						
Content star	ndard (code)	B1.1.3.1.				
Performance	e Indicator	Learners can count in halves			ng concrete and pictorial r	epresentations of halves
		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	rsonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing	,	J		,	, ,
	the brain					
	for					
	learning)					
Monday	Sing songs				e objects (like half	Review the lesson with
	like:		•		piece of card, etc. and	Learners
		have them count them in halves (using the language one-				

NANA FIIFI ACC	<b>Ζ</b> UAΠ		
	l'm	half, two-halves, three-halves, etc.	
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone i		
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Show several halves of concrete objects (like half	Review the lesson with
	like:	oranges, half piece of stick, half piece of card, etc. and	Learners
		have them count them in halves (using the language one-	
	l'm	half, two-halves, three-halves, etc.)	
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Show several halves of concrete objects (like half	Review the lesson with
У	like:	oranges, half piece of stick, half piece of card, etc. and	Learners
		have them count them in halves (using the language one-	
	ľm	half, two-halves, three-halves, etc.)	
	counting		
	one, what		
	is one		
4	1 - One is		
	one alone,		
	alone it	Assessment: have learners to practice with more	
	shall be.	examples	
		Champies	
Thursday	Sing songs	Show several halves of concrete objects (like half	Review the lesson with
	like:	oranges, half piece of stick, half piece of card, etc. and	Learners
		have them count them in halves (using the language one-	
	ľm	half, two-halves, three-halves, etc.)	
	counting		

# NANA FIIFI ACQUAH one, what is one 1 - One is one alone, alone it shall be. Assessment: have learners to practice with more examples Show several halves of concrete objects (like half Review the lesson with Friday Sing songs oranges, half piece of stick, half piece of card, etc. and like: Learners have them count them in halves (using the language onehalf, two-halves, three-halves, etc.) ľm counting one, what is one 1 - One is one alone, alone it shall be.

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Assessment: have learners to practice with more

2 - Two

pair

pair, two

examples

NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand::FO	RCES AND EN	IERGY	Sub-stran	d : ELECTRICITY AND ELECT	RONICS
Indicator (co	ode)	B1.4.2.1.1			
Content star	ndard (code)	B1.4.2.1.			
Performance	e Indicator	Learners can kno	w the impo	ortance of electricity and id	lentify common household
		appliances that re	equire elect	tricity to work	
				nication and Collaboration	Personal Development and
Leadership (	Critical Thinkii	ng and Problem So	lving.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	• Loarnors monti	on itoms in	their homes that use	What have we learnt
ivioliday	Engage learners to	electricity.	on items in	their nomes that use	today?
	sing songs	,	ow them v	ideos/drawings of items	today:
	and recite	that use electricit		ideos/ drawings of items	Ask learners to
	familiar		-	nd give each group	summarize the
	rhymes		• .	electricity and those that	important points of the
	,	do not.			lesson
			to sort the i	items into two groups i.e,	
				ot use electricity'.	

NANA FIIFI AC	QUAH		
		Let learners match the items mentioned with their	
		functions, e.g. washing machine is the item used for	
		washing, the item used to play music is the sound	
		system, etc.	
		Guide learners through questioning to understand	
		why all such appliances are connected to a source of	
		electricity.	
		Assessment: let learners identify common household	
		appliances that require electricity to work	
Thursday	Engage	Learners brainstorm on how daily living without	What have we learnt
	learners to	electricity will affect our homes, schools and industries.	today?
	sing songs	Summarise lesson by explaining that electricity is a	
	and recite	form of energy thus it enables electrical items to work.	Ask learners to
	familiar	Learners talk about the importance of electricity in	summarize the
	rhymes	the home.	important points of the
			lesson
		Assessment: let learners mention the importance of	
		electricity	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:		
Day:				Dat	e:		
Period :				Less	son:		
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d :</b> R	eligious Festivals in the	Three Major Religions in	
Implications			Ghana				
Indicator (co	ode)	B1.2.2.1.1					
Content star	ndard (code)	B1.2.2.1.					
Performance	e Indicator	Learners can descr	ibe religio	us fe	estivals in Ghana		
Core Compe	tencies: Crea	tivity and Innovation	n Commur	nicat	ion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Solv	ing.				
Vountords							
Keywords							
T. L .R. (s) Pictures							
Ref:	RME curricu	llum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage			_		What have we learnt	
	learners to				ivals celebrated in the	today?	
	sing songs	three religions Cl			•		
	and recite	ŕ		•	etc African Traditional	Ask learners to	
	familiar	• , ,	wira, Dam	ba, I	Homowo, Hogbetsotso,	summarize the main	
	rhymes	FetuAfahyE, etc.				points in the lesson	
		Assessment: let los	arnare dos	crib	e religious festivals in		
		Ghana	arriers ues	CIID	c religious lestivais III		
		Jilaila					

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending	g:			Class size:			
Day:				Date :			
					$\wedge$		
Period :				Lesson:			
Strand : My	Country Ghar	na	Sub-stran	d : Some Selected Individual	S		
Indicator (co	ode)	B1.2.5.1.1					
Content star	ndard (code)	B1.2.5.1.					
Performance	e Indicator	Learners can iden	tify Ghanai	ans of diverse fields who hav	e contributed significantly		
		to national devel	opment ind	cluding Theodosia Okoh (N	ational flag). Amon Kotei		
		(Coat of Arms). Ba	aba Yara (Fo	ootball), Ephraim Amu (Mus	ic), Kofi Antubam (Art and		
		craft), Kow Ansah	(Film) etc.				
Core Compe	tencies: Crea	tivity and Innovation	on Commui	nication and Collaboration P	ersonal Development and		
Leadership C	Critical Thinkin	ng and Problem Sol	ving.				
Vaanda			$\overline{}$				
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
_	learning)						
Tuesday	Engage		a documer	ntary of significant	What have we learnt		
	learners to	individuals.			today?		
	sing songs						
	and recite	Assessment: let le	earners ide	ntify Ghanaians of diverse	Ask learners to		
	familiar			significantly to national	summarize the main		
	rhymes	development		o.o.mounty to national	points in the lesson		

Thursday	Engage	Show and discuss a documentary of significant	What have we learnt
	learners to	individuals.	today?
	sing songs and recite familiar rhymes	Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:			Class size:			
Day:				Date:			
Period :				Lesson:			
Strand : MO	VEMENT CON	ICEPTS,	Sub-strar	nd : STRATEGIES			
PRINCIPLES	AND STRATEG	SIES					
Indicator (co	ode)	B1.2.5.2.1					
Content sta	ndard (code)	B1.2.5.2.					
Performanc	e Indicator	Learners can Iden	tify the ba	se of support of balanced ob	ijects		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration P	ersonal Development and		
		ng and Problem Sol			·		
Vormondo				<del></del>			
Keywords							
T. L .R. (s)		cones	-				
Ref:	DE curriculu						
Kei:	PE curriculu	iii Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	Guide learners to identify the base of support by;		What have we learnt			
	jog round a	1. Standing up – 1	the legs be	eing the base of support; 2.	today?		
	demarcate	Sitting on the cha	ir – chair a	s the base of support;			
	d area in	3. Assume other p	ootures an	d lead learners to identify	Use answers to		
	files while	the base of suppo	ort		summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						

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	prevent			
	injuries			
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			$\lambda$	
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day :			Dat	te :	
Period :				son :	
Strand: OUF	R NATION GH	ANA Sub-stra	nd : I	Being a Citizen	
Indicator (co	ode)	B1.4.1.1.1.			
Content star	ndard (code)	B1.4.1.1.			
Performance	e Indicator	Learners can mention the	chara	cteristics of a responsible	e citizen
Leadership (		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners role play on some	of th	e characteristics of a	What have we learnt
	learners to	responsible citizen.			today?
	sing songs				
	and recite	Assessment: let learners m	entic	n the characteristics of	Ask learners to
	familiar	a responsible citizen	2		summarize the main
	rhymes				points in the lesson

Thursday	Engage	Learners role play on some of the characteristics of a	What have we learnt
	learners to	responsible citizen.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners mention the characteristics of	summarize the main
rhymes	rhymes	a responsible citizen	points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending	g:				Class size:		
Day:				Dat	ce :		
Period :				Les	son :		
Strand:			Sub-strar	nd :			
Visual Arts			Apprecia	ting	and Appraising		
Performing A	Arts				112		
Indicator (co	ode)	B1 1.4.7.1 B	1 2.4.7.1				
Content star	ndard (code)	B1 1.4.7.	31 2.4.7.				
decisions agreed g • Learners decisions			can examine the displayed performing artworks and make on the beauty and usefulness of each artwork based on the uidelines can examine the displayed performing artworks and make on the beauty and usefulness of each artwork based on the uidelines				
=		tivity and Innovations and Problem Sol		ınica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
Starter (new learning including ass			essn	nent)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Monday	Engage				e informed decisions on	What have we learnt	
	learners to		_		enses and movement; 🛚	today?	
	sing songs	assess based on e	established	guide for judging artworks			

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	and recite	by using the theme, subject matter, media, techniques,	Ask learners to
	familiar	elements; 2 recognise the characteristics of own and	summarize the main
	rhymes	others' displayed visual artworks 2 talk about the	points in the lesson
		usefulness of the displayed visual artworks; 2 identify	
		future modifications that can be made to enhance the	
		usefulness	
		Assessment: let learners examine the displayed	
		performing artworks and make decisions on the beauty	
		and usefulness of each artwork	
Wednesda	Engage	Learners are to: 2 based on agreed guidelines assess the	What have we learnt
У	learners to	value and recognise the characteristics 2 assess based	today?
	sing songs	on established guidelines for judging performing	
	and recite	artworks by using the theme, subject matter, media,	Ask learners to
	familiar	techniques, elements 2 express own likes and dislikes	summarize the main
	rhymes	about the music, dance and drama artworks 2 make	points in the lesson
		suggestions for developing own and others' music,	
		dance and drama artworks	
		Assessment: let learners examine the displayed	
		performing artworks and make decisions on the beauty	
		and usefulness of each artwork	

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	•	LESSON PLA

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending	g:			Class size:	
Day:			Di	ate:	
Period:			Le	esson :	
Strand:			Sub-strand:		
Writing Conv	ventions / Usa	age	Integrating (	Grammar in Written Langu	age (Use of Qualifying
			Words)		
Indicator (co	ode)	B1.5.3.1.3	B1.5.4.1.1.	B1.5.4.1.2	
Content star	ndard (code)	B1.5.3.1.	B1.5.4.1	B1.5.4.1.	
Performance	e Indicator	• The learne	er should writ	e a sentence with an actio	n word correctly.
		• The learne	er should reco	ognise adjectives in senten	ces.
		<ul> <li>The learner should recognise comparative words/adjectives in short</li> </ul>			
senten		sentences			
Core Competencies: Creat Leadership Critical Thinkin				cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				144
	Engage leaners to	•		the board. The sentence	What have we learnt
	sing songs			•	today?
	and recite	Discuss the acti	on word with	rearriers.	

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familiar	• Let learners write the sentences with an action word	Review the lesson with
rhymes	in their exercise books.	learners
	Assessment: let learners write a sentence with an action word correctly.	
Engage	Show some concrete objects to learners with	What have we learnt
leaners to	different colours and size.	today?
sing songs and recite	<ul> <li>Discuss the objects with them and ask them to describe the objects.</li> </ul>	
familiar rhymes	Write down the qualifying words that learners mention on the board.	
	Write group of words on flashcards and show it to	
	learners.	
	Lead learners to read the words and recognise the     diagtives in the group of words	Review the lesson with
	<ul><li>adjectives in the group of words.</li><li>Help learners to recognise adjectives.</li></ul>	learners
	E.g. Colours: red, yellow, blue, etc.	
	Sizes: small, big, etc.	
	Assessment: let learners identify adjectives in sentences.	
Engage	Write simple sentences on flashcards and show it to	What have we learnt
leaners to	learners.	today?
sing songs and recite	• Lead learners to read the sentences.	
familiar	Lead learners to recognise the adjectives in the	
rhymes	sentences	Review the lesson with
	Assessment: let learners	learners
	Identify comparative words/adjectives in short	
	sentences	

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# TERM TWO BASIC ONE WEEK ELEVEN

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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:		
Day: Period:		sson :		
			7,	
Strand :	Sub-strand:			
A. Oral Language	A. Asking	g and Answering		
B. Reading	B. Comp	rehension		
C. Writing	C. Creati	ve/Free Writing		
D. Using Writing Conventions	D. Using	Qualifying Word	ds: Adjectives	
E. Extensive Reading	<b>E.</b> Buildi	ng The Love And	Culture Of Re	eading
Indicator (code) B1.1.7.1.4	B1.2.7.1.3 B2	1.4.5.1.3. B	31.5.7.1.1	B1.6.1.1.1.
Content standard (code) B1.1.7.1.	B1.2.7.1. B3	1.4.5.1. E	31.5.7.1.	B1.6.1.1
ve	arners can listen to an nicles, animals) arners can retell level			ures and objects (e.g. ds
C. Le	arners can use basic d	escriptive words	in writing sin	nple sentence
D. Le	arners can identify an	d use prepositio	ons in oral and	d written language to
inc	licate position			
E. Le	arners can read a vari	ety of age – appi	opriate books	s and texts from print
Core Competencies: Creativity and Ir	novation Communica	ition and Collabo	oration Persor	nal Development and
Leadership Critical Thinking and Prob	lem Solving.			
Keywords				
T. L .R. (s) Word card	ls, sentence cards, let	ter cards, handw	vriting on a ma	anila card and a class
library.	,	•	J	

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Show pictures of common objects and animals to learners.  • Have learners think-pair-share what they see in the picture.  Have them describe, in groups/pairs, the pictures to one another in turns.  Assessment: let learners produce descriptions of pictures and objects (e.g. vehicles, animals)	What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Use the Simple Herring Bone strategy to guide learners to retell the story in their own words  what? When? Who?  Why?  Assessment: let learners retell level-appropriate texts in own words	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>Have learners work in pairs to write simple sentences, describing objects in the classroom,</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences).	
		Assessment: let learners use basic descriptive words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>State the position of various classroom objects using simple prepositions.</li> <li>Give sample sentences (on sentence cards) to learners.</li> <li>e.g. Mary is in the room.</li> <li>Aba is sitting on the chair.</li> <li>Let learners identify the words in, on, etc. as words that show position.</li> <li>Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</li> <li>Let each learner write two sentences describing the position of objects in the classroom.</li> </ul> Assessment: let learners identify and use prepositions in oral and written language to indicate position	What have we learnt today?  Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING  Using book tease or book talk, introduce the reading/ library time.  Have a variety of age appropriate books for learners to make a choice from.  Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  Encourage them to read individually and in pairs, and provide support and encouragement  Assessment: let learners read a variety of age — appropriate books and texts from print	What have we learnt today?  Ask learners to summarize the main points in the lesson

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:				Class size:		
Day: Period:				Dat	e: son:	
Strand : NUN	MBER		Sub-stran	d : F	ractions	
Indicator (co	ode)	B1.1.3.1.2				
Content star	ndard (code)	B1.1.3.1.				
Performance Indicator Learners can count in halve		nt in halves	usii	ng concrete and pictorial	representations of halves	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s) Counters						
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Sing songs	Show learners sev	=			Review the lesson with
	like:				ng the language one-	Learners
		half, two-halves,	tnree-naive	es, e	(C.)	

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	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Show learners several pictorial representations of halves and have them count (using the language one-half, two-halves, three-halves, etc.)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda	Sing songs	Show learners several pictorial representations of	Review the lesson with
у	like:	halves and have them count (using the language one-	Learners
	I'm counting one, what is one 1 - One is	half, two-halves, three-halves, etc.)  Assessment: have learners to practice with more examples	
Thursday	Sing songs	Show learners several pictorial representations of	Review the lesson with
	like:	halves and have them count (using the language one-	Learners
		half, two-halves, three-halves, etc.)	
	ľm		
	counting		
	one, what		
	is one		

	1 - One is one alone, alone it		
	shall be.		
		Assessment: have learners to practice with more examples	
Friday	Sing songs	Show learners several pictorial representations of	Review the lesson with
	like:	halves and have them count (using the language one-	Learners
		half, two-halves, three-halves, etc.)	
	l'm		
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
		Assessment: have learners to practice with more	
		examples	

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: FOR	CES AND ENE	ERGY	Sub-stran	id : ELECTRICITY AND ELECTR	ONICS	
Indicator (co	ode)	B1.4.2.2.1				
Content star	ndard (code)	B1.4.2.2.				
Performance	e Indicator	Learners can know	v example	s of common electronic device	ces and their uses	
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nication and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page		<u> </u>		
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Display real or p	ictures of	electronic devices such as	What have we learnt	
	learners to	mobile phones, w	rist watch	es, cameras and torches.	today?	
	sing songs	<ul> <li>Let learners ide</li> </ul>	ntify the d	levices displayed.		
	and recite	• Engage learners	in an activ	vity to match the devices	Ask learners to	
	familiar	with their uses.			summarize the	
	rhymes				important points of the	
		Assessment: let le	arners me	ention examples of common	lesson	
		electronic devices	and their	uses		

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Thursday	Engage	Assist learners to model any one electronic device of	What have we learnt
	learners to	their choice using appropriate materials (Blu tack, clay	today?
	sing songs	or cardboard).	
	and recite		Ask learners to
	familiar		summarize the
	rhymes	Assessment: let learners model any one electronic	important points of the
		device	lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending	g:				Class size:	
Day:				Date:		
Period :				Less	on:	
Strand : Reli	gious Practice	es and their Moral	Sub-stranc	<b>d :</b> R	eligious Festivals in the	Three Major Religions in
Implications			Ghana			
Indicator (co	<del>-</del>	B1.2.2.1.1				
	ndard (code)					
Performance	e Indicator	Learners can descri	ibe religio	us f	estivals in Ghana	
		tivity and Innovatior ng and Problem Solvi		nicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref: RME curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage				als celebrated in the	What have we learnt
•	learners to	three religions Ch				today?
	sing songs				etc African Traditional	
	and recite		wira, Daml	ba, I	Homowo, Hogbetsotso,	Ask learners to
	familiar	FetuAfahyE, etc.				summarize the main
	rhymes					points in the lesson
			rners desc	crib	e religious festivals in	
		Ghana.				

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SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : My	Country Ghar	na	Sub-strand : Some Selected Individuals			
Indicator (co	ode)	B1.2.5.1.1				
Content star	ndard (code)	B1.2.5.1.				
Performance	e Indicator	Learners can ident	tify Ghana	ians of diverse fields who hav	e contributed significantly	
		to national develo	opment in	cluding Theodosia Okoh (Na	ational flag). Amon Kotei	
		(Coat of Arms). Ba	ıba Yara (F	ootball), Ephraim Amu (Musi	c), Kofi Antubam (Art and	
		craft), Kow Ansah	(Film) etc			
		tivity and Innovationg and Problem Sol		nication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
					T	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Guide learners to	study abo	ut these individuals using	What have we learnt	
	learners to	the internet			today?	
	sing songs					
	and recite			entify Ghanaians of diverse	Ask learners to	
	familiar		ontributed	I significantly to national	summarize the main	
	rhymes	development			points in the lesson	

Thursday	Engage	Guide learners to study about these individuals using	What have we learnt
	learners to	the internet	today?
	sing songs and recite familiar rhymes	Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	Ask learners to summarize the main points in the lesson

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand : MO	VEMENT CON	ICEPTS,	Sub-strar	<b>id</b> : S	TRATEGIES	
PRINCIPLES A	AND STRATEG	SIES				
Indicator (co	ode)	B1.2.5.2.2				
Content star	ndard (code)	B1.2.5.2.				
Performance	e Indicator	Learners can iden	tify differe	ent o	pportunities to use strik	ing skills.
Core Compe	t <b>encies:</b> Crea	 tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Sol		iiiica	tion and condocidation i	croonar bevelopment and
•			J			
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners			_		What have we learnt
	jog round a		•		nt opportunities to use	today?
	demarcate				t, badminton, table	
	d area in	tennis and tennis	during act	ivitie	es .	Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					

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	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Date :		
Period :				Lesson :	
Strand : OUR	R NATION GH	ANA	Sub-strand	d: Authority and Power	
Indicator (co	ode)	B1.4.2.1.2.			
Content star	ndard (code)	B1.4.2.1.			
Performance	e Indicator	Learners can identify people who have power and authorita responsible citizen		rity and respect them, as	
		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords				<b>J</b> -	
T. L .R. (s)		Pictures	X		
Ref:	Our World (	Our People curricu	lum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asse	ssment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	them: i. National Flag ii. iv. Coat of Arms, e Assessment: let le	National A tc. arners ider	I symbols and appreciate nthem iii. National Pledge ntify people who have pect them, as a responsible	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage	Learners identify the national symbols and appreciate	What have we learnt
	learners to	them:	today?
	sing songs	National Flag ii. National Anthem iii. National Pledge iv.	
	and recite	Coat of Arms, etc.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify people who have power and authority and respect them, as a responsible	points in the lesson
		citizen	

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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	g:			Class size:	
Day:			1	Date :	
Period :			l	esson :	
Strand: PER	FORMING AR	TS	Sub-strand	: Displaying and Sharing	
Indicator (co	ode)	B1 2.3.4.1			
Content star	ndard (code)	B1 2.3.4.		. \ \ \	
Performance	e Indicator	Learners can plar	n a display	of own artworks to share	own creative experiences
		based on perform	ning artwork	s that reflect the history ar	nd culture or way of life of
		the people			
=		=		ication and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to		•	performances that reflect	today?
	sing songs	the history and cu	ılture of the	people in Ghana	
	and recite	discuss the need	d for display	ing portfolio of own	Ask learners to
	familiar	performing artwo	orks		summarize the main
	rhymes				points in the lesson
		Assessment: let le	earners displ	ay own artworks to share	
		own creative expe	eriences		

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Wednesda	Engage	Learners are to	What have we learnt
У	learners to	plan a display of portfolio of own music, dance and	today?
	sing songs	drama compositions to share, educate and inform the	
	and recite	public on the history and culture of people in the local	Ask learners to
	familiar	community	summarize the main
	rhymes		points in the lesson
		Assessment: let learners display of own artworks to	
		share own creative experiences	

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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:			Class size:	
Day :				Date:	
Period :				Lesson:	
Strand:			Sub-stran	d:	
Writing Conv	ventions / Usa	age	Integratin	g Grammar in Written Langu	age (Use of Qualifying
			Words/ Po	ostpositions)	
Indicator (co	ode)	B1.5.4.1.3	B1.5.5.1	.1.	
Content star	ndard (code)	B1.5.4.1.	B1.5.5.1.		
Performance	e Indicator	• The learn	er should u	use comparative words/adjec	ctives in sentences
		• The learne	er should u	se postposition such as in, or	n, into in context.
-		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asse	essment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	learners.  • Lead them to re • Form simple se	ead the wor		What have we learnt today?

NANA FIIFI ACC	QUAH	Assessment: let learners use comparative words/adjectives in sentences	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Place some objects at locations in the class and discuss with the learners these locations.</li> <li>Write the postpositions mentioned during the discussion on the board.</li> <li>Write the postpositions on a flashcard/board.</li> <li>Lead learners to read them.</li> <li>Form simple sentences with the postpositions.</li> <li>Let learners form their own sentences with the postpositions</li> </ul> Assessment: let learners use postposition such as in, on, into in context.	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Place some objects at locations in the class and discuss with the learners these locations.</li> <li>Write the postpositions mentioned during the discussion on the board.</li> <li>Write the postpositions on a flashcard/board.</li> <li>Lead learners to read them.</li> </ul>	What have we learnt today?

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Assessment: let learners use postposition such as in, on,

• Form simple sentences with the postpositions.

• Let learners form their own sentences with the

postpositions

into in context.

Review the lesson with

learners

# TERM TWO BASIC ONE WEEK TWELVE

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending:		Class size:	
Day: Period:		Date:  Lesson:	
Strand :	Sub-stran	d:	
A. Oral Language	A. As	king And Answering	
B. Reading	B. Co	mprehension	
C. Writing	C. Cr	eative/Free Writing	
D. Using Writing Con	D. Using Writing Conventions D. Using Qualifying Words: Adjectives		
E. Extensive Reading	E. Bu	ilding The Love And Culture Of Reading	
Indicator (code)	B1.1.7.1.4 B1.2.7.1.3	B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.	
Content standard (code)	B1.1.7.1. B1.2.7.1.	B1.4.5.1. B1.5.7.1. B1.6.1.1.	
Performance Indicator	A. Learners can listen to	and produce descriptions of pictures and objects (e.g.	
	vehicles, animals)		
	B. Learners can retell le	vel-appropriate texts in own words	
	C. Learners can use bas	ic descriptive words in writing simple sentence	
. 1/1/1/	D. Learners can identify	and use prepositions in oral and written language to	
	indicate position		
	E. Learners can read a v	variety of age – appropriate books and texts from print	
Core Competencies: Crea	tivity and Innovation Commu	nication and Collaboration Personal Development and	
Leadership Critical Thinkin	ng and Problem Solving.		
Keywords			
T. L .R. (s)	Word cards, sentence cards,	letter cards, handwriting on a manila card and a class	
	library.		

Ref:	English Lang	guage curriculum Page	
Monday	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)  A. ORAL LANGAUGE  Show pictures of common objects and animals to learners.  • Have learner's think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns.  Assessment: let learners produce descriptions of pictures and objects	Phase 3: Plenary / Reflections  What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Use the Simple Herring Bone strategy to guide learners to retell the story in their own words  what? When? Who?  Why?  Assessment: let learners retell level-appropriate texts in own words	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

Assessment: let learners use basic descriptive words in writing simple sentence    Thursday   Engage learners to sing songs and recite familiar     State the positions     Give sample sentence (Exceptional learners to write two simple sentences).	
Thursday Engage learners to sing songs and recite familiar • Give sample sentence   D.WRITING CONVENTIONS AND GRAMMAR USAGE today?  D.WRITING CONVENTIONS AND GRAMMAR USAGE today?  State the position of various classroom objects using simple prepositions.  Ask learners to summarize the main	
learners to sing songs and recite familiar    State the position of various classroom objects using simple prepositions.   Ask learners to summarize the main	
rhymes learners. e.g. Mary is in the room. Aba is sitting on the chair.  • Let learners identify the words in, on, etc. as words that show position.  • Pair up learners and have them use the prepositions identified in simple and meaningful sentences.  • Let each learner write two sentences describing the position of objects in the classroom.  Assessment: let learners identify and use prepositions in oral and written language to indicate position	
Friday Engage E.EXTENSIVE READING What have we learn today?  Sing songs library time.	t
<ul> <li>and recite familiar to make a choice from.</li> <li>Introduce picture or wordless books, pop-up and flipthe-page texts to learners.</li> <li>Encourage them to read individually and in pairs, and</li> </ul> Ask learners to summarize the mair points in the lesson	1

Assessment: let learners read a variety of age -

provide support and encouragement

appropriate books and texts from print

team. May Allah/God bless you

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g:			Class size:	
Day:				esson :	
Strand : NUI	MBER		Sub-strand	: Money	
Indicator (code) B1.1.4.1.1					
Content standard (code) B1.1.4.1.					
Performance	e Indicator		ewas, twenty	naian coins by name, incl y pesewas, fifty pesewas a ng the	= .
		tivity and Innovationg and Problem Sol		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematio	s curriculum Page	9		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	luding assess	sment)	Phase 3: Plenary / Reflections

IANA FIIFI AC	QUAH		
Monday	Sing songs	. Display the various coins currently being used for	Review the lesson with
	like:	transaction in Ghana and initiate discussion on the need	Learners
		for monetary transaction. Learners touch feel and say	
	l'm	the features of each coin	
	counting		
	one, what		
	is one	GHANA GHANA	
	1 - One is		
	one alone,		
	alone it	Aamadda0	
	shall be.		
		One Cedi alia	
	2 - Two		
	pair,	Introduce the one pesewa, five pesewas, ten pesewas,	
		twenty pesewas, fifty pesewa and guide learners learn	
		to identify and recognize the money by name and value	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	State the relationship between 2p and 10p; 5p and 10p;	Review the lesson with
	like:	2p and 20p; 1p and ¢1, 10p and ¢1	Learners
	l'm		
	counting	Glana Glana	
	one, what		
	is one		
	1 - One is	O OF S	
	one alone,		
	alone it	Southern the real way	
	shall be.		
		Assessment, house learners to markly a 100 years	
		Assessment: have learners to practice with more	
		examples	
Wednesday			
	like:	2p and 20p; 1p and ¢1, 10p and ¢1	Learners
	l'm		
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
Wednesday	like: I'm counting one, what	State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1	Review the lesson with Learners

	^ ^	
shall be.	Assessment: have learners to practice with more	
Cina conso	<u> </u>	Daview the lesses with
		Review the lesson with Learners
I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair co	Assessment: have learners to practice with more examples	
Sing songs	State the relationship between 2p and 10p; 5p and 10p;	Review the lesson with
like:  I'm  counting  one, what  is one  1 - One is  one alone,  alone it  shall be.	2p and 20p; 1p and ¢1, 10p and ¢1  Assessment: have learners to practice with more examples	Learners
	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair co  Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it	Assessment: have learners to practice with more examples  Sing songs like:  State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and c1, 10p and c1  I'm counting one, what is one 1 - One is one alone, alone it shall be.  Sing songs like:  Sing songs like:  Assessment: have learners to practice with more examples pair co  Sing songs like:  State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and c1, 10p and c1  I'm counting one, what is one 1 - One is one alone, alone it shall be.  Assessment: have learners to practice with more

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION
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Week Ending:				Class size:	
Day:		Dat	Date :		
Period :			Les	son:	
Strand : Reli	gious Practice	es and their Moral <b>Sub-stra</b>	nd : F	Religious Festivals in the	Three Major Religions in
Implications		Ghana	3hana		
Indicator (co	ode)	B1.2.2.1.1			
Content star	ndard (code)	B1.2.2.1.			
Performance	e Indicator	Learners can describe religi	ous f	estivals in Ghana	
Core Compe	tencies: Crea	tivity and Innovation Commi	ınica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solving.			
Vountords					
Keywords					
T. L .R. (s)		Pictures	$\rightarrow$		
Ref:	RME curricu		$\rightarrow$		
iter.	NIVIE CUITICO	num rage			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	Guide learners to mentio	n fes	ivals celebrated in the	What have we learnt
	learners to	three religions.			today?
	sing songs	- Christian: Christmas, East	•		
	and recite	- Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc.			Ask learners to
	familiar	- African Traditional Religion (ATR): Odwira, Damba,		summarize the main	
	rhymes	Homowo, Hogbetsotso, FetuAfahyE, etc.		hyE, etc.	points in the lesson
		Assessment: let learners de	scrib	e religious testivals in	
		Ghana			

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son :	
Strand: FOR	CES AND ENE	ERGY Sub-str	and:	ELECTRICITY AND ELECTR	ONICS
Indicator (co	ode)	B1.4.2.2.1			
Content star	ndard (code)	B1.4.2.2.			
Performance	e Indicator	Learners can know examp	les of	common electronic devic	ces and their uses
Leadership (		l tivity and Innovation Comn ng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	sessr	nent)	Plenary / Reflections
	(preparing			·	·
	the brain				
	for				
	learning)				
Monday	Engage	Display real or pictures or	of elec	tronic devices such as	What have we learnt
	learners to	mobile phones, wrist water	hes, d	ameras and torches.	today?
	sing songs	<ul> <li>Let learners identify the</li> </ul>	devid	es displayed.	
	and recite	• Engage learners in an ac	tivity	to match the devices	Ask learners to
	familiar	with their uses.			summarize the
	rhymes				important points of the
		Assessment: let learners relectronic devices and the		•	lesson

147 (147 ( 1 111 1 7 (C	-,		
Thursday	Engage	Assist learners to model any one electronic device of	What have we learnt
	learners to	their choice using appropriate materials (Blu tack, clay	today?
	sing songs	or cardboard).	
	and recite		Ask learners to
	familiar	Assessment: let learners model any one electronic	summarize the
	rhymes	device	important points of the
			lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Endin	g:			Class size:		
Day:			Dat	e:		
Period :		Les	son :			
Strand : My	Country Ghar	na <b>Sub-stran</b>	<b>d :</b> S	ome Selected Individuals		
Indicator (co	ode)	B1.2.5.1.1				
Content star	ndard (code)	B1.2.5.1.				
Performance	e Indicator	Learners can identify what t	hey	want to be in future		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.		ersonal Development and				
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	culum Page			
DAY	Phase 1:	Phase 2: Main	Phase 2: Main		Phase 3:	
	Starter	(new learning including asse	essm	ient)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Role play what learners wan	t to	be in future	What have we learnt	
	learners to				today?	
	sing songs					
	and recite				Ask learners to	
	familiar	Assessment: let learners			summarize the main	
	rhymes	mention what they want to	be i	n tuture	points in the lesson	

Thursday	Engage	Role play what learners want to be in future	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: let learners	Ask learners to
	familiar	mention what they want to be in future	summarize the main
	rhymes		points in the lesson

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son:	
Strand : MO	VEMENT CON	ICEPTS,	Sub-strar	nd : :	STRATEGIES	
PRINCIPLES A	AND STRATEG	SIES				
Indicator (co	ode)	B1.2.5.2.2				
Content star	ndard (code)	B1.2.5.2.				
Performance	e Indicator	Learners can iden	itify differe	ent o	pportunities to use strik	ing skills.
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
_		ng and Problem Sol				·
Keywords						
,						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
		-				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
_	learning)					
Friday	Learners		•		nt opportunities to use	What have we learnt
	jog round a		•		t, badminton, table	today?
	demarcate	tennis and tennis	during act	ivitie	25	
	d area in					Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					

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	prevent					
	injuries					
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g:		Class size:			
Day:			Date:			
Period :			Lesson:			
Strand: OUR	R NATION GH	ANA Sub-stra	<b>nd</b> : Authority and Power			
Indicator (co	ode)	B1.4.2.1.1				
Content star	ndard (code)	B1.4.2.1.				
Performance	e Indicator	Learners can mention how	national symbols can be prese	erved		
_		tivity and Innovation Comm ng and Problem Solving.	unication and Collaboration Pe	ersonal Development and		
Keywords			<u></u>			
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Pag	Our People curriculum Page			
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter (preparing the brain for learning)	(new learning including as	sessment)	Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	people who destroy the na	e.g. pay attention to the he national symbols, report	What have we learnt today?  Ask learners to summarize the main points in the lesson		

	I	
Engage	Learners, in groups/pairs, tell how these national	What have we learnt
learners to	symbols can be preserved, e.g. pay attention to the	today?
sing songs	National Anthem, protect the national symbols, report	
and recite	people who destroy the national symbols.	Ask learners to
familiar		summarize the main
rhymes		points in the lesson
	Assessment: let learners	
	mention how national symbols can be preserved	
	learners to sing songs and recite familiar	learners to symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols.  Assessment: let learners

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Endin	ıg:			Class size:	
Day:			D	ate:	_(\ \_
Period :			Le	esson :	
Strand: PEF	RFORMING AR	TS	Sub-strand	Displaying and Sharing	
Indicator (c	ode)	B1 2.3.4.1			
Content sta	ndard (code)	B1 2.3.4.		. \ \ \	
Performanc	e Indicator	Learners can pla	n a display o	f own artworks to share	own creative experiences
		based on perforn the people	ning artworks	that reflect the history a	nd culture or way of life of
				cation and Collaboration F	Personal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	the history and conditions the need performing artwo	ulture of the playing the play	erformances that reflect beople in Ghana ng portfolio of own ny own artworks to share	What have we learnt today?  Ask learners to summarize the main points in the lesson

Wednesday	Engage	Learners are to	What have we learnt
	learners to	plan a display of portfolio of own music, dance and	today?
	sing songs	drama compositions to share, educate and inform the	
	and recite	public on the history and culture of people in the local	Ask learners to
	familiar	community	summarize the main
	rhymes		points in the lesson
		Assessment: let learners display of own artworks to	
		share own creative experiences	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Endin	g:			Class size:			
Day :				Date:			
Period :				Lesson:			
Strand :			Sub-stran	d:			
Extensive Reading/ Childr		en Library	Read Aloud With Children				
Indicator (co	ode)	B1.6.2.1.1					
Content star	ndard (code)	B1.6.2.1.	B1.6.2.1.				
Performance Indicator		The learner should read simple sentences of about three to four words.					
=		tivity and Innovating and Problem So		nication and Collaboration Po	ersonal Development and		
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian Language curriculum						
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	cluding asse	essment)	Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	the board. • Lead learner to	read the se	of three or four words on entences. entences one by one.	What have we learnt today?  Review the lesson with learners		

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		Assessment: let learners read simple sentences of	
		about three to four words.	
	Engage	Write sentences made up of three or four words on	What have we learnt
	leaners to sing songs	the board.	today?
		Lead learner to read the sentences.	
	and recite	Call learners to read the sentences one by one.	
	familiar		Review the lesson with
	rhymes	Assessment: let learners read simple sentences of	learners
		about three to four words.	
	Engage	Write sentences made up of three or four words on	What have we learnt
	leaners to	the board.	today?
	sing songs	Lead learner to read the sentences.	
	and recite	Call learners to read the sentences one by one.	
	familiar		
rhymes			Review the lesson with
		Assessment: let learners read simple sentences of	learners
		about three to four words.	

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