

**SAMPLE TERMLY SCHEME OF LEARNING TERM THREE (3)**

**BASIC ONE**

# Fayol Inc.

0549566881/0547824419 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

### THIRD TERM SCHEME OF LEARNING – ENGLISH LANGUAGE

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
|  | Oral Language | Listening comprehension | B1.1.7.1 | B1.1.7.1.4. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|  | Reading | Comprehension | B1.2.7.1 | B1.2.7.1.3 |
|  |  | Writing simple words |  |  |
| 1 | Writing | and sentence | B1.4.5.1 | B1.4.5.1.2 |
|  | Writing Conventions & Grammar Usage | Using Simple Prepositions | B1.5.7.1 | B1.5.7.1.1 |
|  | Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
|  | Oral Language | Asking and Answering Questions | B1.1.8.1 | B1.1.8.1.1 |  |
|  | Reading | Comprehension | B1.2.7.2 | B1.2.7.2.1 | Word cards, |
|  |  |  |  |  | sentence |
|  |  |  |  |
| 2 | Writing | Writing simple words and sentence | B1.4.5.1 | B1.4.5.1.2 | cards, letter  cards, handwriting on |
|  |  |  |  |  | a manila card and a class library |
| Writing Conventions & Grammar Usage | Using Simple Prepositions | B1.5.7.1 | B1.5.7.1.1 |
|  | Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |  |
|  | Oral Language | Asking and Answering Questions | B1.1.8.1 | B1.1.8.1.2 | Word cards, sentence |
|  |  |  |  |  | cards, letter |
|  |  |  |  |
| 3 | Reading | Comprehension | B1.2.7.2 | B1.2.7.2.2 | cards,  handwriting on |
|  |  |  |  |  | a manila card and a class library |
| Writing | Writing simple words and sentence | B1.4.5.1 | B1.4.5.1.3 |

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|  | Writing  Conventions & Grammar Usage | Using Simple Prepositions | B1.5.7.1 | B1.5.7.1.1 |  |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 4 | Oral Language | Asking and Answering Questions | B1.1.8.1 | B1.1.8.1.2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2 | B1.2.7.2.2 |
| Writing | Writing simple words  and sentence | B1.4.5.1 | B1.4.5.1.3 |
| Writing Conventions & Grammar Usage | Using Simple Prepositions | B1.5.7.1 | B1.5.7.1.1 |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 5 | Oral Language | Giving & Responding to Commands | B1.1.9.1 | B1.1.9.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2 | B1.2.7.2.3. |
| Writing | Controlled Writing | B1.4.7.1 | B1.4.7.1.1 |
| Writing  Conventions & Grammar Usage | Using Simple Prepositions | B1.5.7.1 | B1.5.7.1.1 |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 6 | Oral Language | Giving & Responding to Commands | B1.1.9.1 | B1.1.9.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2 | B1.2.7.2.4 |
| Writing | Controlled Writing | B1.4.7.1 | B1.4.7.1.1 |

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|  | Writing  Conventions & Grammar Usage | Using Simple Prepositions | B1.5.7.1 | B1.5.7.1.1 |  |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 7 | Oral Language | Giving & Responding to Commands | B1.1.9.1 | B1.1.9.1.2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2 | B1.2.7.2.4 |
| Writing | Controlled Writing | B1.4.7.1 | B1.4.7.1.2 |
| Writing  Conventions & Grammar Usage | Spelling | B1.5.10.1 | B1.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 8 | Oral Language | Presentation | B1.1.10.1 | B1.1.10.1.1. | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2. | B1.2.7.2.5 |
| Writing | Controlled Writing | B1.4.7.1 | B1.4.7.1.2 |
| Writing Conventions & Grammar Usage | Spelling | B1.5.10.1 | B1.5.10.1.1 |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 9 | Oral Language | Presentation | B1.1.10.1 | B1.1.10.1.2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2. | B1.2.7.2.5 |
| Writing | Controlled Writing | B1.4.7.1 | B1.4.7.1.3 |

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|  | Writing  Conventions & Grammar Usage | Spelling | B1.5.10.1 | B1.5.10.1.1 |  |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 10 | Oral Language | Presentation | B1.1.10.1 | B1.1.10.1.2 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Comprehension | B1.2.7.2. | B1.2.7.2.6 |
| Writing | Controlled Writing | B1.4.7.1 | B1.4.7.1.3 |
| Writing  Conventions & Grammar Usage | Spelling | B1.5.10.1 | B1.5.10.1.2. |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 11 | Oral Language | Presentation | B1.1.10.1 | B1.1.10.1.3 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Fluency | B1.2.6.1 | B1.2.9.1.1 |
| Writing | Descriptive Writing | B1.4.12.1 | B1.4.12.1.1. |
| Writing  Conventions & Grammar Usage | Spelling | B1.5.10.1 | B1.5.10.1.2. |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |
| 12 | Oral Language | Presentation | B1.1.10.1 | B1.1.10.1.3 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
| Reading | Fluency | B1.2.6.1 | B1.2.9.1.2 |
| Writing | Descriptive Writing | B1.4.12.1 | B1.4.12.1.1. |
| Writing Conventions & Grammar Usage | Spelling | B1.5.10.1 | B1.5.10.1.2. |
| Extensive Reading | Building the love and culture of reading | B1.6.1.1 | B1.6.1.1.1 |

**THIRD TERM SCHEME OF LEARNING – MATHEMATICS**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Number | Counting,  Representation And Cardinality | B1.1.1.1 | B1.1.1.1.6 | Counters, bundle and loose straws base ten cut square |
| **2** | Number | Number Operations | B1.1.2.2 | B1.1.2.2.3 |
| **3** | Number | Number Operations | B1.1.2.3 | B1.1.2.3.1 | Counters , patterns made from Manila cards, Bundle of sticks |
| **4** | Number | Number Operations | B1.1.2.4 | B1.1.2.4.1 |
| **5** | Number | Number Operations | B1.1.2.4 | B1.1.2.4.1 | Paper strips, cut out cards |
| **6** | Number | Number Operations | B1.1.2.4 | B1.1.2.4.2 |
| **7** | Geometry  and  Measurement | 2D And 3D Shapes | B1.3.1.1 | B1.3.1.1.2 | 2d and 3d shapes and objects boldly drawn on manila cards. |
| **8** | Geometry  and  Measurement | 2D And 3D Shapes | B1.3.1.1 | B1.3.1.1.3 |
| **9** | Geometry and Measurement | Position  /Transformation | B1.3.2.1 | B1.3.2.1. 1 | Counters  patterns made from manila cards |
| **10** | Geometry  and  Measurement | Measurement – Length, Mass and Capacity | B1.3.3.1 | B1.3.3.1.1 | Ruler, rope, meter rule |
| **11** | Data | Data Collection And Organization | B1.4.1.1 | B1.4.1.1.1 | Class registers, school based assessment |
| **12** | Data | Data Collection And Organization | B1.4.1.1 | B1.4.1.1.2 |

### THIRD TERM SCHEME OF LEARNING – SCIENCE

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Forces And Energy | Electricity And Electronic | B1.4.2.2 | B1.4.2.2.1 | Local Electrical Appliances |
| **2** | Forces And Energy | Forces And Movement | B1.4.3.1 | B1.4.3.1.1 | Balls, boxes,  tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle opener |
| **3** | Forces And Energy | Forces And Movement | B1.4.3.2 | B1.4.3.2.1 |
| **4** | Humans And The Environment | Personal Hygiene And Sanitation | B1.5.1.2.1 | B1.5.1.2.1.1 | Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste. |
| **5** | Humans And The Environment | Personal Hygiene And Sanitation | B1.5.1.2.1 | B1. 5.1.1.2 |
| **6** | Humans And The Environment | Personal Hygiene And Sanitation | B1.5.1.2.1 | B1.3.1.1.3 | Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste. |
| **7** | Humans And The Environment | Personal Hygiene And Sanitation | B1.5.1.2 | B1.5.1.2.1 |
| **8** | Humans And  The Environment | Diseases | B1.5.2.1 | B1.5.2.1.1 | Pictures and videos depicting some common skin diseases |
| **9** | Humans And  The Environment | Diseases | B1.5.2.1 | B1.5.2.1.1 |
| **10** | Humans And  The Environment | Science & Industry | B1.5.3.1 | B1.5.3.1.1 | Toys, laptops, smart phones, watches, radio and DVD players |
| **11** | Humans And  The Environment | Science & Industry | B1.5.3.2 | B1.5.3.2.1 |
| **12** | Humans And The Environment | Climate Change | B1.5.4.1 | B1.5.4.1.1 | Pictures depicting  rainy, windy, sunny and cloudy conditions |

**THIRD TERM SCHEME OF LEARNING – OUR WORLD OUR PEOPLE**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Our Nation  Ghana | Responsible Use  Of Resources | B1.4.3.1 | B1.4.3.1.1. | Pictures, Charts, Video Clips |
| **2** | Our Nation  Ghana | Responsible Use  Of Resources | B1.4.3.1 | B1.4.3.1.1. |
| **3** | Our Nation  Ghana | Farming In Ghana | B1.3.1.1 | B1.4.4.1.1. | Pictures, Charts, Video Clips |
| **4** | Our Nation  Ghana | Farming In Ghana | B1.3.1.1 | B1.4.4.2.1 |
| **5** | My Global  Community | Our Neighboring  Countries | B1.5.1.1 | B1.5.1.1.1. | Pictures, Charts, Video Clips |
| **6** | My Global  Community | Our Neighboring  Countries | B1.5.1.1 | B1.5.1.1.1. |
| **7** | My Global  Community | Introduction To  Computing | B1.5.2.1 | B1.5.2.1.1. | Pictures, Charts, Video Clips |
| **8** | My Global  Community | Introduction To  Computing | B1.5.2.1 | B1.5.2.1.1. |
| **9** | My Global  Community | Sources Of  Information | B1.5.3.1 | B1.5.3.1.1. | Pictures, Charts,  Video Clips |
| **10** | My Global  Community | Technology In  Communication | B1.5.4.1 | B1.5.4.1.1. | Pictures, Charts, Video Clips |
| **11** | My Global  Community | Technology In  Communication | B1.5.4.1 | B1.5.4.1.1. |
| **12** | My Global  Community | Technology In  Communication | B1.5.4.1 | B1.5.4.1.1. |

### THIRD TERM SCHEME OF LEARNING – RELIGIOUS & MORAL EDUCATION

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Religious  Leaders | Birth of the leaders  of the three major religion in Ghana | B3.3.1.1 | B3.3.1.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **2** | Religious  Leaders | Birth of the leaders  of the three major religion in Ghana | B3.3.1.1 | B3.3.1.1.1 |
| **3** | Religious  Leaders | Birth of the leaders  of the three major religion in Ghana | B3.3.1.1 | B3.3.1.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **4** | Religious  Leaders | Birth of the leaders  of the three major religion in Ghana | B3.3.1.1 | B3.3.1.1.1 |
| **5** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **6** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.1 |
| **7** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.1 | Wall charts, wall  words, posters, video clip, etc. |
| **8** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.1 |
| **9** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.2 |
| **10** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.2 | Wall charts, wall  words, posters, video clip, etc. |
| **11** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.2 |
| **12** | The Family and  the Community | Roles and  relationships | B1. 4.1.1 | B1. 4.1.1.2 |

**THIRD TERM SCHEME OF LEARNING – HISTORY**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Europeans in Ghana | Arrival of  Europeans | B1.3.1.1 | B1.3.1.1.1 | Pictures, Charts, Video Clips |
| **2** | Europeans in Ghana | Arrival of  Europeans | B1.3.1.1 | B1.3.1.1.1 |
| **3** | Europeans in Ghana | Arrival of  Europeans | B1.3.1.1 | B1.3.1.1.1 | Pictures, Charts, Video Clips |
| **4** | Europeans in Ghana | Arrival of  Europeans | B1.3.1.1 | B1.3.1.1.1 |
| **5** | Europeans in Ghana | Arrival of  Europeans | B1.3.1.1 | B1.3.1.1.1 | Pictures, Charts, Video Clips |
| **6** | Europeans in Ghana | Arrival of  Europeans | B1.3.1.1 | B1.3.1.1.1 |
| **7** | Independent Ghana | The Republics | B1.6.1.1 | B1.6.1.1.1. | Pictures, Charts, Video Clips |
| **8** | Independent Ghana | The Republics | B1.6.1.1 | B1.6.1.1.1. |
| **9** | Independent Ghana | The Republics | B1.6.1.1 | B1.6.1.1.1. | Pictures, Charts, Video Clips |
| **10** | Independent Ghana | The Republics | B1.6.1.1 | B1.6.1.1.1. |
| **11** | Independent  Ghana | The Republics | B1.6.1.1 | B1.6.1.1.1. | Pictures, Charts, Video Clips |
| **12** | Independent  Ghana | The Republics | B1.6.1.1 | B1.6.1.1.1. |

### THIRD TERM SCHEME OF LEARNING – CREATIVE ARTS

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Visual Arts | Thinking and  Exploring Ideas (Visual Arts) | CSE 1 | B1. 1.1.1.3 | Photos, videos, art  paper, colors and traditional art tools, other materials available in the community |
| **2** | Performing Arts | Thinking and  Exploring Ideas (Performing Arts) | CSE 1 | B1. 2.1.1.3 |
| **3** | Visual Arts | Planning, Making  and Composing  (Visual Arts) | CSE 2&3 | B1.1.2.2.3  B1.1.2.3.3 | Photos, videos, art  paper, colors and traditional art  tools, other |
|  |  |  |  |  | materials available in the community |
| **4** | Performing Arts | Planning, Making  and Composing (Performing Arts) | CSE 2&3 | B1.2.2.2.3  B1.2.2.3.3 |
| **5** | Visual Arts | Displaying and  Sharing  (Visual Arts) | CSE 4&5 | B1.1.3.4.3  B1.1.3.5.3 | Photos, videos, art  paper, colors and  traditional art tools, other |
|  |  |  |  |  | materials available in the community |
| **6** | Performing Arts | Displaying and  Sharing (Performing Arts) | CSE 4&5 | B1.2.3.4.3  B1.2.3.5.3 |
| **7** | Visual Arts | Appreciating and  Appraising  (Visual Arts) | CSE 6&7 | B1.1.4.6.3  B1.1.4.7.3 | Photos, videos, art  paper, colors and traditional art tools, other |
|  |  |  |  |  | materials available in the community |
| **8** | Performing Arts | Appreciating and  Appraising (Performing Arts) | CSE 6&7 | B1.2.4.6.3  B1.2.4.7.3 |
| **9** | Visual Arts &  Performing Arts | Thinking and Exploring Ideas  School based project (Visual Arts & | CSE 1 | B1.1.1.1  B1.2.1.1 | Photos, videos, art  paper, colors and traditional art tools, other  materials available |
|  | performing Arts) |  |  | in the community |
| **10** | Visual Arts & | Planning, Making  and Composing  School based project | CSE 2&3 |  | Photos, videos, art  paper, colors and traditional art tools, other |

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|  | Performing  Arts | (Visual Arts &  Performing |  |  | materials available  in the community |
| **11** | Visual Arts &  Performing Arts | Displaying and Sharing  School based project | CSE 4&5 |  | Photos, videos, art  paper, colors and traditional art  tools, other |
|  | (Visual Arts & |  | materials available |
|  | Performing Arts) |  | in the community |
| **12** | Visual Arts &  Performing  Arts | Appreciating and Appraising  School based project | CSE 6&7 |  | Photos, videos, art  paper, colors and  traditional art tools, other |
|  | (Visual Arts & |  | materials available |
|  | Performing Arts) |  | in the community |

**THIRD TERM SCHEME OF LEARNING – GHANAIAN LANGUAGE**

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Oral Language | Listening Comprehension | B1.1.8.1 | B1.1.8.1.1 | Word cards,  sentence cards, letter cards, handwriting on a manila card |
| **2** | Oral Language | Asking And Answering Questions | B1.1.9. 1 | B1.1.9. 1.1.-3 |
| **3** | Oral Language | Giving And Following Commands/ Instructions | B1.1.10.1 | B1.1.10.1.1.-2 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **4** | Reading | Presentation | B1.1.11.1 | B1.1.11.1.1.-3 |
| **5** | Reading | Silent Reading | B1.2.7.1 | B1.2.7.1.1.-2 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **6** | Reading | Fluency | B1.2.8.1 | B1.2.8.1.1.-2 |
| **7** | Writing | Writing And Copying  Simple Sentence With Correct Spacing | B1.3.4.1 | B1.3.4.1.1 |
| **8** | Writing  Convention & Grammar Usage | Integrating Grammar In Written Language (Use Of Postpositions) | B1.5.5.1 | B1.5.5.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| **9** | Writing  Convention & Grammar Usage | Integrating Grammar In Written Language (Spelling) | B1.5.7.1. | B1.5.7.1.1-3 |
| **10** | Extensive Reading | Building the Love And  Culture of Reading In Learners | B1.6.1.1 | B1.6.1.1.1 | Word cards,  sentence cards, a library |
| **11** | Extensive Reading | Reading Aloud | B1.6.2.1 | B1.6.2.1.1 | Word cards,  sentence cards, a library |
| **12** | Extensive Reading | Reading Aloud | B1.6.2.1 | B1.6.2.1.1 | Word cards,  sentence cards, a library |

### THIRD TERM SCHEME OF LEARNING – PHYSICAL EDUCATION

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| **WEEKS** | **STRAND** | **SUB STRANDS** | **CONTENT**  **STANDARD** | **INDICATORS** | **RESOURCES** |
| **1** | Motor Skill And  Movement Patterns | Locomotive skills | B1.1.7.1 | B1.1.10.1.13: | Pictures and Videos |
| **2** | Motor Skill And  Movement Patterns | Locomotive skills | B1.1.8.1 | B1.1.11.1.14: | Pictures and Videos |
| **3** | Motor Skill And  Movement Patterns | Manipulative skills | B1.1.8.1 | B1.1.12.1.15: | Pictures and Videos |
| **4** | Motor Skill And  Movement Patterns | Manipulative skills | B1.1.8.1 | B1.1.12.1.16: | Pictures and Videos |
| **5** | Motor Skill And  Movement Patterns | Rhythmic skills | B1. 1.9.1 | B1.1.13.1.17: | Pictures and Videos |
| **6** | Motor Skill And  Movement Patterns | Body management | B1.1.10.1 | B1.2.4.2.5: | Pictures and Videos |
| **7** | Movement  Concepts, Principles And Strategies | Strategies | B1.2.2.2 | B1.2.5.2.6 | Pictures and Videos |
| **8** | Physical Fitness | Flexibility | B1.2.3.2 | B1.3.3.3.4: | Pictures and Videos |
| **9** | Physical Fitness  Concepts, Principles And Strategies | Substance | B1.4.2.4 | B1.4.2.4.2: | Pictures and Videos |
| **10** | Physical Fitness  Concepts, Principles And Strategies | Body composition | B1.4.3.4. | B1.4.3.4.3: | Pictures and Videos |
| **11** | Values And  Psycho-Social Concepts, Principles And Strategies | Group dynamics | B1.4.2.4 | B1.5.3.5.3: | Pictures and Videos |

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| **12** | Values And  Psycho-Social Concepts, Principles And Strategies | Critical thinking | B1.5.2.5 | B1.5.4.5.4: | Pictures and Videos |



**SAMPLE LESSON NOTES-WEEK 1**

BASIC ONE

# Fayol Inc.

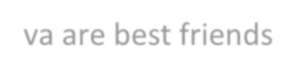
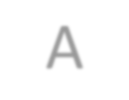
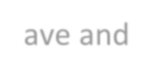
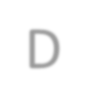
0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

### SCHEME OF LEARNING- WEEK 1 BASIC ONE

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

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.7.1.4. B1.2.7.1.3. B1.4.5.1.2. B1.5.7.1.1. B1.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can listen to and produce descriptions of pictures and objects   (e.g. vehicles, animals)   1. Learners can retell level-appropriate texts in own words 2. Learners can write simple familiar words 3. Learners can identify and use prepositions in oral and written language to indicate position 4. Learners can read a variety of age – appropriate books and texts from print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION** *10MINS*  **(Learner And Teacher)** |
| Monday | Gather 10 objects that can be  found in the classroom and lay them all out on the desk.  Show them all to the students and then cover everything with a blanket or a sheet after one minute.  Ask learners to write down as many items they remember on a piece of paper. | | A.**ORAL LANGUAGE**  (*Listening comprehension*)  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. | Ask learners to mention  the names of their favorite characters in the story and why?  Let learners art part of the story playing the roles of their favorite characters.  Have learners to read and spell the key words on the board |
| Tuesday | Engage learners in the “Change  your style” game  Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.  After a while teacher speeds up the tempo.  For example: jumping, jumping, crazy dance, heading a ball etc. | | B.**READING**  (*Comprehension. Page 24*)  Gather learners in the community time circle. Using pictures, tell learners an interesting story.  Example:  *Emma has a new dress. It is red in color. It was a gift from her uncle. He hid it behind one of the sofa to surprise her.*  Use the Simple Herring Bone strategy to guide learners to retell the story in their own words.   1. *who was the gift from?* 2. *What color is the dress?* 3. *Where was it hidden?* | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board |

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| Wednesday | Engage learners in the “Change  your style” game  Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.  After a while teacher speeds up the tempo.  For example: jumping, jumping, crazy dance, heading a ball etc. | C.**WRITING**  (*Writing simple sentence Pg.32*)  Tell learners story about two best friends.  Write few sentences from the story on the board.  e.g.  Dave and Ava are best friends  let learners write the sentences in their workbooks paying attention to clarity and eligibility.  Let learners do peer editing. | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board |
| Thursday | learners sing songs and recite  familiar rhymes  **"A Wise Old Owl"**  A wise old owl lived in an oak The more he saw the less he spoke  The less he spoke the more he heard.  Why can't we all be like that wise old bird? | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions. Page 36*)  Engage learners to play the classroom ghost game.  Teacher scatters objects in the classroom assuming it’s a ghost.  Example you could place some textbooks on the floor, put a pen on the window sill, etc.  Put learners into pairs to make a note of what the ghost has moved around  Example the books are on the floor but they should be in the cupboard. | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board |
| Friday | Engage learners to recite a few  rhymes with actions  Have a variety of age appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Learners to draw parts of  the story they read |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1.1.1.1.6 | | |
| **Performance Indicator** | | Learners can describe the relationship between quantities and numbers up to  100 | | |
| **Strand** | | Number | | |
| **Sub strand** | | Counting, Representation And Cardinality | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Have learners to form a big  circle.  Everyone takes turns saying a number starting with 1, 2, 3 and so on.  At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number.  The next person just continues the series.  For example; 1-2-3-buzz-5- 6-7-buzz-9-10-11-buzz-13- 14-15-buzz etc.  You can choose any number that might be relevant and replace the buzz with another word. | | Guide learners to use one-to-one  correspondence, matching to identify whether the number of objects in one group of up to 20 objects is greater than, less than or equal to the number of objects in another;  e.g.  *The number of yellow triangles are more than or greater than the number of blue triangles.*  *Alternatively the number of blue triangles are less than the number of yellow triangles.*  Learners to describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to  < | Review the lesson by giving  learners several examples to solve  Give learners task to solve at home. |
| Tuesday | Learners to play the “Ten  green bottles sitting on the wall” game.  Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it. The children will dance in a circle, holding hands singing the lyrics of the song. | | Guide learners to use counting to identify  whether the number of objects in one group of up to 20 objects is greater than, less than or equal to the number of objects in another;  e.g.    11 blue stars 6 red stars  *The number of blue stars are more than or greater than the number of red stars.* | Review the lesson by giving  learners several examples to solve  Give learners task to solve at home. |





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|  | They will have to fall down  one by one until all of them will lay down, each time they say the verse | *Alternatively the number of red stars are less than the*  *number of blue stars.*  learners to describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to.  >  11 blue stars 6 red stars |  |
| Wednesday | Engage learners to sing  the song | Guide learners to build up groups of  objects that has more than, less than, or the same number as a given set. | Review the lesson by giving  learners several examples to solve |
|  | WE CAN COUNT  We class one We can count  We count 1,2,3,4,5  We count 6,7,8,9,10 We class one can count very well. | Put learners into groups, and share to the groups equal number of counters, model shapes and other learning materials.  Task them to build up groups of objects that has more than, less than, or the same number as a given set | Give learners task to solve at home. |
|  |  | Let them describe the relationship between the sets by matching or counting |  |
| Thursday | Teacher calls out numbers  from 1 to 20  Have learners to write number patterns in the air.  Randomly call learners to write a said number on the board. | Demonstrate an understanding of the  relative size of numbers up to 100 by:   * Order groups of 1 to 20 objects and then a small set of numerals between 1 and 20, and justifying the arrangement * Describe the relative size of numbers up to 100 (i.e., say whether one number is a lot or a little bigger or smaller than another, or 5 more than another number) | Review the lesson by giving  learners several examples to solve  Give learners task to solve at home. |
| Friday | Engage learners to play the  Dice game. | Demonstrate an understanding of the  relative size of numbers up to 100 by: | Review the lesson by giving  learners several examples to solve |
|  | Put learners into pairs and give out two dice to each pair. | - Place given numerals between 0 and 50 on a number line that has 0, 5 10 and 20 indicated as benchmarks | Give learners task to solve at home. |
|  | Have a partner to toss the dice and the other add up the two numbers that shows up. Play the game in groups to encourage competition | - Act out and solving problems (pictures and words) that involve comparing quantities (i.e., Johnson has 3 mangoes, Adwoa has 7. what can you say?) |  |





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| **Week Ending** | |  | | | | | |
| **Class** | | One | | | | | |
| **Subject** | | **SCIENCE** | | | | | |
| **Reference** | | Science curriculum Page | | | | | |
| **Learning Indicator(s)** | | B1.4.2.2.1 | | | | | |
| **Performance Indicator** | | Learners can identify and mention some common examples of electronic  devices and their uses | | | | | |
| **Strand** | | Forces And Energy | | | | | |
| **Sub strand** | | Electricity And Electronic | | | | | |
| **Teaching/ Learning Resources** | | Local Electrical Appliances | | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Review learners  understanding in the previous lesson using questions and answers | | Display real objects or pictures of  electronic devices such as mobile phones, wrist watches, cameras and torches. | | | | Ask learners series of  questions to review their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | |  | | | | Ask learners to summarize  what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | | Let learners identify the devices displayed. | | | |  |
|  | | Let learners relate to some of the items and tell other examples of electronic devices in their homes. | | | |  |
|  | Review learners  understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Engage learners in an activity to match  the devices with their uses. | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Devices | Uses |  |
|  | We use wrist  watch in telling the time |
|  | Torches produces  light and help us to see in the dark. |
|  | |  | We play games,  watch videos, learn with the laptop computer. |  |
|  | |  | We use the video  camera to take pictures |  |

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|  |  | Let learners think of other devices and tell their uses.  Assist learners to model any one electronic device of their choice using appropriate materials. (Blu tack, clay or cardboard). |  |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | | |
| **Reference** | | OWOP curriculum | | Page 14 |  |
| **Learning Indicator(s)** | | B1.4.3.1.1. | | | |
| **Performance Indicator** | | Learners can explore the importance of energy in the home, school  and community | | | |
| **Strand** | | Our Nation Ghana | | | |
| **Sub strand** | | Responsible Use Of Resources | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Let learners sing songs and  recite some familiar rhymes.  Using questions and answers, review learners understanding on the uses of electricity. | | Revise with learners the meaning  of energy and where we get energy from.  Through questions and answers, learners mention the types of energy sources available in their homes and communities, e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG) | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Review learners  understanding in the previous lesson using questions and answers | | In small groups and using  pictures, engage learners to discuss how we get energy from sun, wind, firewood, charcoal, kerosene and gas (LPG) etc. | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt |
| Engage learners to play games and sing songs to begin the lesson. | | Let learners talk about the uses of energy, e.g. cooking, smoking and drying of food items. | | Ask learners to tell you what they have learnt |
|  | |  | | Give learners individual or home task |
|  | Review learners  understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Engage learners to draw a bulb,  flashlight, coal pot, etc.  Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community. | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt |
|  | |  | | Give learners individual or home task |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 4 | | |
| **Learning Indicator(s)** | | B1.3.1.1.2 | | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives of the religious  leaders. | | |
| **Strand** | | Religious Leaders | | |
| **Sub strand** | | Birth of the leaders of the three major religion in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Let learners sing religious songs  they are familiar with.  Have learners to summarize what they learnt during their previous Sunday school church service. | | Lead learners to talk about the  moral lessons they have learnt from the discussions about Jesus Christ.  e.g. *obedience; commitment; patience, leadership, sacrifice, courageous, humble, selfless, trustworthy, kind, gentle etc*.  Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.  Let learners dramatize the moral lives of the religious leaders. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |

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| **Week Ending** | |  | | | | | |
| **Class** | | One | | | | | |
| **Subject** | | **HISTORY** | | | | | |
| **Reference** | | History curriculum Page 7 | | | | | |
| **Learning Indicator(s)** | | B1.3.1.1.1 | | | | | |
| **Performance Indicator** | | Learners can explore which Europeans came to Ghana | | | | | |
| **Strand** | | Europeans in Ghana | | | | | |
| **Sub strand** | | Arrival of Europeans | | | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing some  patriot songs they are familiar with.  Example: Arise Ghana Youth.  Ask learners questions about what they know about Ghana. Example:  Who is the president of Ghana?  When did Ghana gained her independence? | | Using the community circle time,  discuss with learners how people of old Ghana lived.  The people of old Ghana lived in tribes and clans. Each tribe or clan were ruled by chiefs or kings.  Tribes fought amongst themselves to claim power and lands which was then believed to have been rich in gold. The gold in the land attracted foreigners to the land. The foreigners who came to our land are called Europeans.  Call learners in turns to recall parts of the history that interest them most. | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Review the previous lesson  with learners through questions and answers.  Let learners sing songs and recite rhymes. Ensure that all learners take part in it. | | Using the globe, let learners  explore the continents in the world.  There are seven continents in the world. These are Europe, Asia, North America, South America, Australia, Africa, Antarctica.  Let learners identify some countries of these continents | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Continents | Countries |  |
| Europe | Britain, Portugal,  France etc. |
| Asia | Israel, India, japan,  etc. |
| North America | Canada, Cuba, etc. |
| South America | Brazil, Peru, Chile,  etc. |
| Australia | Australia, new  Zealand, etc. |
| Africa | Ghana, Togo, etc. |
| Antarctica | No countries |

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| **Week Ending** | |  | | | | |
| **Class** | | One | | | | |
| **Subject** | | **CREATIVE ARTS** | | | | |
| **Reference** | | Creative Arts | | curriculum | Page |  |
| **Learning Indicator(s)** | | B1. 1.1.1.3 | | | | |
| **Performance Indicator** | | Learners can reflect on own experiences and talk about how the visual  artworks produced or found in the local community reflect the natural environment | | | | |
| **Strand** | | Visual Arts | | | | |
| **Sub strand** | | Thinking and Exploring Ideas | | | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials available in  the community | | | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Learners sing song and recite  rhymes about work.  Show pictures of wood carvings for learners to observe and talk about them | | Learners to talk about visual artworks  (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;  Engage learners with some background stories of towns and artworks they are associated with.  AHWIAA WOOD CARVINGS  Ahwiaa is a town in the Kwabre East District of the Ashanti Region noted for its wood carvings, arts and crafts. Ahwiaa is where is whetre the famous Ashanti stools and akuaba fertility dolls are produced. This artworks are made from solid barks of wood. These skillful carvers also produce masks, symbolic figures, bone and ivory beads and walking sticks. | | | Learners talk about what was  interesting and made meaning to them in the lesson.  Have learners to draw any wood carvings they have come across before. |
|  | Learners sing song and recite  rhymes about work.  Show pictures of earthenware for learners to observe and talk about them | | Let learners look at pictures of  different wood carvings and other artworks(what is applicable in your community)  Take learners on a field trip to observe the making of any wood carvings.  Assessment: call learners in turns to talk about how a name wood carving is made.  e.g. a traditional stool | | | Learners talk about what was  interesting and made meaning to them in the lesson. |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.8.1.1 | | |
| **Performance Indicator** | | Learners can tell what a story is all about and answer simple questions  on the story | | |
| **Strand** | | Oral Language | | |
| **Sub strand** | | Listening Comprehension | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to play the  crossword game | | Tell learners an interesting  story. | Use questions to review  their understanding of the lesson |
| Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available. | | Lead learners through discussion to tell them what the story is about.  Ask learners questions about the story and let them answer. | Ask learners to summarize what they have learnt |
|  | | Write some of the key words in the story on the board and some of the answers also on the board. |  |
|  | | Read them aloud for learners.  E.g. What is the story about? Mention a character in a story. |  |
|  | Put learners into groups  Write a list of items on the chalkboard by wrongly spelling them and allow students to self- correct them. | | Tell learners an interesting  story.  Lead learners through discussion to tell them what the story is about. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
| Invite one person from each  group to write their answers on the board | | Ask learners questions about the story and let them answer. |  |
|  | | Write some of the key words in the story on the board and some of the answers also on the board. |  |
|  | | Read them aloud for learners.  E.g. What is the story about? Mention a character in a story. |  |

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|  | Engage learners to play the  crossword game | Tell learners an interesting  story. | Use questions to review  their understanding of the lesson |
| Write a word on the board  crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available. | Lead learners through discussion  to tell them what the story is about.  Ask learners questions about the story and let them answer. | Ask learners to summarize what they have learnt |
|  | Write some of the key words in the story on the board and some of the answers also on the board. |  |
|  | Read them aloud for learners.  E.g. What is the story about? Mention a character in a story. |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.10.1.13: | | |
| **Performance Indicator** | | Learners can move a ball forward while dribbling with the hand and  with the foot by varying the amount of force (push). | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Locomotive skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners will develop personal skills and core competencies such as agility,  concentration, precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Lead learners through warm-ups  activities.  Show learners pictures of videos depicting the skills to be learnt. | | Arrange cones in a straight line  after warm-ups.  Place a ball about 50cm in front of the first cone.  Move the ball through the cones with the hands and later with the feet by making slow and continuous push in a serpentine movement.  Guide learners to practices the skill as individuals and in a group with varying force while you supervise and give feedback.  Vary the arrangements of the cone for practice to cater for slow and fast push. | Organize mini football game  for learners to apply the skill in real life for fun, enjoyment and skill mastery.  Let learners cool down to end the lesson. |



### SAMPLE LESSON NOTES-WEEK 2

BASIC ONE

# Fayol Inc.

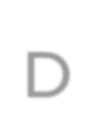
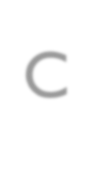
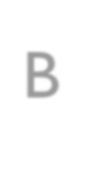
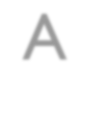
0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 2 BASIC ONE

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

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.8.1.1. B1.2.7.2.1. B1.4.5.1.2. B1.5.7.1.1. B1.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can use appropriate pronunciation and intonation in asking and   answering yes/no questions   1. Learners can demonstrate understanding of the purpose and features of narrative texts 2. Learners can write simple familiar words 3. Learners can identify and use prepositions in oral and written language to indicate position 4. Learners can read a variety of age – appropriate books and texts from print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Draw or print pictures of  some common sight words with numbers on them and stick them on the classroom wall.  Have learners to make a list of the words.  They can do it in groups and within a given time to create competition. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions. Pg 13*)  Demonstrate Yes/No questions and their responds.  Drill learners on the questions and responses.  Let pair of learners ask and answer questions,  e.g. Pupil A: Is this a book? Pupil B: Yes, it is / No, it isn’t. | Have learners answer with  YES/NO.  1. Do you like rice?...........  2. Have you eaten?............  3. Did you bath?.................   1. Does it often rain here?....... 2. Has he ever been beaten?.....   6. Is he a man?............. |
| Tuesday | Have learners to sing songs  and recite rhymes they are familiar with.  ONE LITTLE FINGER  One little finger, One little finger.  Two little fingers, tap, tap, tap! Point to the ceiling, point to the floor.  Put them on your head, Head!  (*continue by pointing to other parts of the body*) | | B.**READING**  (*Comprehension. Pg 25*)  Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts.  Have learners identify the different purposes in different narrative texts read/heard.  Have them identify the features of given texts in pairs or in groups. | Ask learners to mention the  names of their favorite characters in the story and why?  Let learners art part of the story playing the roles of their favorite characters.  Have learners to read and spell the key words on the board |
| Wednesday | Have learners to sing songs  and recite rhymes they are familiar with.  One potato, two potatoes | | C.**WRITING**  (*Writing Simple Sentences. Pg32*) | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson. |

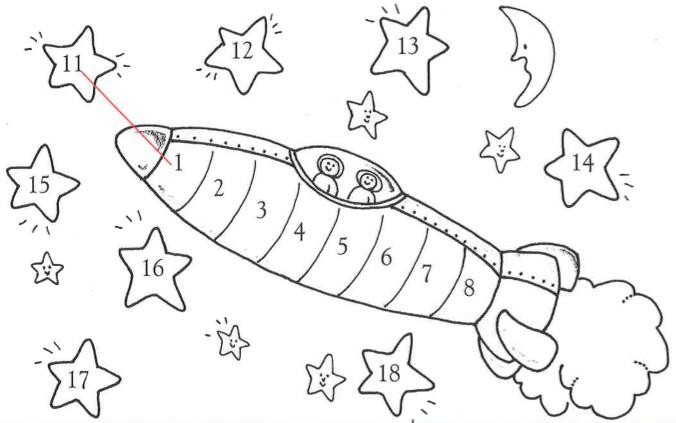
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|  | One potato, two potatoes,  three potatoes, four! | Let learners mention their favorite  dishes or food. | Have learners to read and spell the key words on the board |
| Five potatoes, six potatoes, seven potatoes, more! | Let learners select one 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. |  |
|  | Let them then work as individuals, choose their own special food or dish and write the ingredients. |  |
|  | Let learners do peer editing. |  |
| Thursday | Engage learners to the  “alphabet game”  Have learners to finds propositions that start with the first letters of the alphabets.   1. above 2. Behind 3. ? 4. ? | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions. Page 36*)  Engage learners to play the classroom ghost game.  Teacher scatters objects in the classroom assuming it’s a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.  Put learners into pairs to make a note of what the ghost has moved around  Example the books are on the floor but they should be in the cupboard. | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board |
| Friday | Engage learners to recite a  few rhymes with actions | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board Learners to draw parts of the story they read |
|  | **Clap Hands** |
|  | Clap hands, clap hands, |
|  | Till father comes home, |
|  | For fathers got money, |
|  | But mothers got none. |
|  | Have a variety of age appropriate books for learners to make a choice from. |



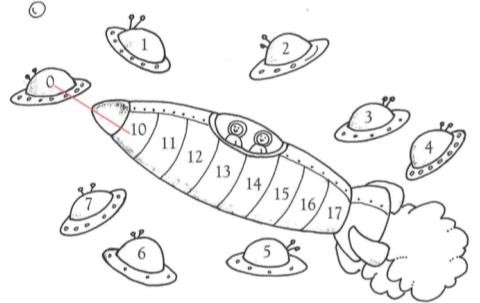
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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | **MATHEMATICS** | |
| **Reference** | | Mathematics curriculum Page 8 | |
| **Learning Indicator(s)** | | B1.1.2.2.3 | |
| **Performance Indicator** | | Learners can generate and solve word problem situations when given a  number sentence involving addition and subtraction of numbers within 20 | |
| **Strand** | | Number | |
| **Sub strand** | | Number Operations | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Have learners to sing songs  and recite rhymes they are familiar with. | Write addition and subtraction problems  e.g. 2 + 3 =5 20 - 8 = 12 | Review the lesson by  giving learners several examples to solve |
|  | **WE CAN COUNT**  We class one We can count  We count 1,2,3,4,5  We count 6,7,8,9,10 | Learners in their groups discuss and generate word problems to match the number sentences.  E.g.1 **2 + 3 =5**  There are 2 apples. 3 apples more are added.  How many are there in total? | Give learners task to solve at home. |
|  | We class one can count |  |  |
|  | very well. | E.g.2 **20 - 8 = 12**  There are 20 crayons in a box. Henry takes 8 crayons. How many are left? |  |
|  |  | Guide learners to solve the addition and subtraction problems |  |
|  |  | Assessment: Have learners to solve several examples. |  |
| Tuesday | Have learners to determine  the next pattern | Write addition and subtraction problems.  e.g. 8 + 5 = 13 18 – 10= 8  Learners in their groups discuss and generate word problems to match the number sentences.  E.g.1 **8 + 5 = 13**  Patrick collects 8 marbles. Patrick’s father gives  him 5 more. How many marbles does Patrick have?  E.g.2 **18 – 10= 8**  Mark weighs 18 pounds. He weighs 10 pounds  after falling sick. How many pounds have he lost. | Review the lesson by  giving learners several examples to solve |
|  | 1. |  |
|  | 2. | Give learners task to solve at home. |
|  | 3. |  |



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|  |  | Guide learners to solve the addition and subtraction problems  Assessment: Have learners to solve several examples. |  |
| Wednesday | Have learners to sing songs | Write addition and subtraction problems,  e.g. 13 + 5 = 18  16 – 5 = 11  Learners in their groups discuss and generate word problems to match the number sentences.  E.g.1 **13 + 5 = 18**  There are 13 pencils in a box. Esther adds 5  more pencils. How many pencils are there in the box?  E.g.2 **16 – 5 = 11**  There are 16 tickets available for a movie. 5  tickets are given out. How many tickets are left?  Guide learners to solve the addition and subtraction problems  Assessment: Have learners to solve several examples. | Review the lesson by |
|  | and recite rhymes they are | giving learners several |
|  | familiar with. | examples to solve |
|  | WE SHALL HAMMER  •We shall hammer with one | Give learners task to solve at home. |
|  | hammer (learners to show |  |
|  | one hand), hammer with one |  |
|  | hammer, hammer with one |  |
|  | hammer we all do the same. |  |
|  | •We shall hammer with two |  |
|  | hammers, hammer with two |  |
|  | hammers, and hammer with |  |
|  | two hammers we all do the |  |
|  | same. |  |
|  | (*continue to any desired* |  |
|  | *number*) |  |
| Thursday | Have learners to make  number patterns in the air as | Guide learners to name numbers that is 1  more and 1 less.  Engage learners in activities that will give them exposure to add 1 more or1 less,  Example:  Draw a line to add 1 to each number on the rocket  **1 3 6**  **7**  **8**  **4**  **9 5**  Assessment: Have learners to solve several examples. | Review the lesson by  giving learners several |
|  | you mention them. | examples to solve |
|  | Increase the pace as learners | Give learners task to |
|  | progress. | solve at home. |
| Friday | Have learners to count the  animals, draw dots and write the number. | Guide learners to name numbers that is 2  more and 2 less.  Engage learners in activities that will give them exposure to add 1 more or1 less,  Example: | Review the lesson by  giving learners several examples to solve  Give learners task to solve at home. |



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|  |  | Draw a line to deduct 2 to each number on the rocket  13 10  8  14  12  9  15 11  Assessment: Have learners to solve several examples. |  |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1.4.3.1.1 | | |
| **Performance Indicator** | | Learners can explain force as a pull or a push on an object. | | |
| **Strand** | | Forces And Energy | | |
| **Sub strand** | | Forces And Movement | | |
| **Teaching/ Learning Resources** | | Ball, boxes, tables, chairs, plants, balloons, paper, pencils, crayons, bottle,  bottle opener | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Show learners pictures and  let them describe the actions in each picture.  Example: | | Show pictures or ask learners to  mention activities in the home and the community that involve a push or a pull, e.g. donkey pulling a cart, people pushing a car, people drawing water from a well  Take learners outside the classroom to participate in several games or activities involving pull or a push force, e.g. kicking and throwing of balls, pushing and pulling of boxes, tables and chairs and tug of war | Ask learners series of questions  to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Have learners to draw any 2  activities that involve pushing or pulling of objects.  Let them share their drawings with their friends | | Learners observe the movement of  things, e.g. leaves, plants, balloons and other materials under the influence of the wind. Pictures and videos can be used.  Let them discuss other actions that will cause objects to move.  Guide learners to brainstorm on why the pushed objects move | Ask learners series of questions  to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task |
|  | Have learners to draw any 2  activities that involve pushing or pulling of objects.  Let them share their drawings with their friends | | Elaborate on learners’ responses to  explain that a push or a pull causes objects to move. Such a push or pull is termed as a force  Engage children in drawing activities involving pushing and pulling e.g. a friend pushing an object | Ask learners series of questions  to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |



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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | | |
| **Reference** | | OWOP curriculum | | Page 14 |  |
| **Learning Indicator(s)** | | B1.4.3.1.1. | | | |
| **Performance Indicator** | | Learners can explore the importance of energy in the home, school and  community | | | |
| **Strand** | | Our Nation Ghana | | | |
| **Sub strand** | | Responsible Use Of Resources | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Review learners  understanding in the previous lesson using questions and  answers | | Revise with learners the meaning of  energy and where we get energy from. | | Ask learners series of  questions to review their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Through questions and answers, learners mention the types of energy sources available in their homes and communities,  e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG) | | Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | Review learners  understanding in the previous lesson using questions and  answers | | In small groups and using pictures,  engage learners to discuss how we get energy from sun, wind, firewood,  charcoal, kerosene and gas (LPG) etc. | | Ask learners series of  questions to review their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Let learners talk about the uses of energy, e.g. cooking, smoking and drying of food items. | | Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | Review learners  understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Engage learners to draw a bulb,  flashlight, coal pot, etc.  Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community. | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 4 | | |
| **Learning Indicator(s)** | | B1.3.1.1.2 | | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives of the religious  leaders. | | |
| **Strand** | | Religious Leaders | | |
| **Sub strand** | | Birth of the leaders of the three major religion in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Let learners sing religious songs  they are familiar with.  Have learners to summarize what they learnt during their previous Sunday school church service. | | Lead learners to talk about the  moral lessons they have learnt from the discussions about the prophet Mohammed.  Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.  Let learners dramatize the moral lives of the religious leaders. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |

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| **Week Ending** | |  | | | | | |
| **Class** | | One | | | | | |
| **Subject** | | **HISTORY** | | | | | |
| **Reference** | | History curriculum Page 7 | | | | | |
| **Learning Indicator(s)** | | B1.3.1.1.1 | | | | | |
| **Performance Indicator** | | Learners can explore which Europeans came to Ghana | | | | | |
| **Strand** | | Europeans in Ghana | | | | | |
| **Sub strand** | | Arrival of Europeans | | | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literate | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing some  patriot songs they are familiar with.  Example: Arise Ghana Youth.  Ask learners questions about what they know about Ghana. Example:  Who is the vice president of Ghana?  When did Ghana gained her independence? | | Revise with learners the  meaning of the word Europeans.  Europeans are the people who come from the continent of Europe. Some countries found in Europe are Britain, Portugal, France, Germany and Netherlands. Thus, people from these countries are called Europeans.  Using pictures and chart, guide learners to Identify the European countries whose citizens came and settled in Ghana.  e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | Review the previous lesson with  learners through questions and answers.  Let learners sing songs and recite rhymes. Ensure that all learners take part in it. | | Learners to Identify the  European countries whose citizens came and settled in Ghana.  e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands | | | | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Give learners individual or home task |
|  | Countries | Citizens |  |
| Portugal | Portuguese |
| Britain | British |
| France | French |
| Sweden | Swedes |
| Germany | Germans |
| Denmark | Danes |
| Norway | Norwegians |
| Netherlands | Dutch |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1 2.1.1.3 | | |
| **Performance Indicator** | | Learners can reflect on own experiences and talk about how the  performing artworks produced or performed in the local community reflect the natural environment | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials  available in the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | show pictures of people performing  the Kpatsa dance to learners’  let learners observe and talk about the pictures | | Guide Learners to brainstorm  on performing artworks that are produced or performed by people in other parts of Ghana.  Today we shall look at the “Kpatsa” dance.  The “Kpatsa” dance is a traditional dance of the people of the Adangme people; it is said to be associated with abodo (dwarfs).Etc.  Guide learners to identify the props, costumes, instruments and elements, , used in performing the “Kpatsa” dance; | Ask learners to talk  about what they enjoyed most during the lesson |
|  | Review the previous lesson with  questions and answers | | Invite a resource person to  demonstrate the dance to learners.  Assessment: Learners dance in groups and in turns | Learners observe and  appreciate the performance of others |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.9. 1.1.-3 | | |
| **Performance Indicator** | | Learners can recognize how to answer and use the question words  “what”, “who”, “where” and “when”.. | | |
| **Strand** | | Oral Language | | |
| **Sub strand** | | Asking And Answering Questions | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Begin the lesson by sharing a  few jokes with learners. | | Engage a learner in a  conversation using the question  words “who” and “what.” | Use questions to review  their understanding of the  lesson |
| Make sure to choose jokes that will get learners attention.  Call two learners to share their jokes as well | | Let learners also converse in pairs using the question tags “who” and “what.”  Ask learners questions to find out if they can recognize when to use question word. E.g. “What?” and “who?”. | Ask learners to summarize what they have learnt |
|  | Use questions and answers to  review the previous lesson | | Engage a learner in a  conversation using the question word “who” and “what.” | Use questions to review  their understanding of the lesson |
| Learners to sing songs and recite rhymes | | Let learners also converse in pairs using the question words / tags “who” and “what.” | Ask learners to summarize what they have learnt |
|  | | Ask learners questions to find out if they can recognize when to use question word. “What?” and “who?”. |  |
|  | | Ask learners to say a sentence each using the question words. |  |
|  | Use questions and answers to  review the previous lesson  Learners to sing songs and recite rhymes | | Arrange the class in a horse  shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.” | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | | Ask learners questions to find out if they can recognize when to use question tags. “what?”, “who?”, “where” and “when”. |  |

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|  |  | Ask some learners to write  some questions consisting of the question words on the board.  Ask another learner to read and identify the question words. |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.11.1.14: | | |
| **Performance Indicator** | | Learners can dribble a ball in a forward direction, using the inside of  the foot. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Locomotive skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners develop skills such as pushing, coordination, agility, precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to play the  crossword game  Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available. | | Arrange cones in a straight line  after warm-ups.  Place a ball about 50cm in front of the first cone.  Move the ball through the cones by making slow and continuous push in a serpentine movement.  Emphasis of forward direction. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. | Organize mini football game  for learners to apply the skill in real life for fun, enjoyment and skill mastery.  Let learners cool down to end the lesson. |



### SAMPLE LESSON NOTES-WEEK 3

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 3 BASIC ONE

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

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.8.1.2. B1.2.7.2.2. B1.4.5.1.3. B1.5.7.1.1. B1.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can use appropriate pronunciation and intonation in asking and   answering wh – questions   1. Learners can describe characters and their actions in a story 2. Learners can use basic descriptive words in writing simple sentence 3. Learners can identify and use prepositions in oral and written language to indicate position 4. Learners can read a variety of age – appropriate books and texts from print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to play  some phonic games. Example:  Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.  Put learners in groups and ask them to make a list of the words. The group with the most words wins. | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions. Pg 13*)  Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions,  e.g. i. *Should I clean the board?*   1. *Is that your chair?* 2. *Do you have a pencil in your bag?*   Introduce Wh- questions in context.  e.g. *i. What is this?*   1. *What is your name?* 2. *How old are you?* 3. *How are you?*   Pair learners to ask and answer questions. Note: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation. | Have learners to use new  words learnt in conversation.  Give learners task to answer Wh-questions in their workbooks.  If possible, mark learners work and give them feedback where necessary. |
| Tuesday | Have learners to the  alphabet song and dance to it.  Have them perform the action for each letter sound. | | B.**READING**  (*Comprehension. Pg 25*)  Using a conversational poster, tell learners a story.  Use the KWL strategy to ensure that learners keep track of the story. | Using guided questions,  have learners answer some questions based on the story read.  Have learners summarize the story orally in pairs. |

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|  |  | Put learners in groups to identify and  describe characters and their actions in stories read. |  |
| Wednesday | Have learners spell two  letter words in their books or orally.  Write all the words on the board for learners to read and spell the aloud. | C.**WRITING**  (*Writing Simple Sentences. Pg32*)  Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.  Let learners tell the sizes, shapes and colors of the objects. Explain simply to them that the words talk about objects.  Have learners work in pairs to write simple sentences, describing objects in the classroom,  e. g. *i. My classroom is big.*   1. *The board is long and white.* 2. *The doors and windows are big.*   Encourage learners to write two or more simple sentences each about objects they see in the classroom. | Ask learners to tell you  what they have learnt.  Give support to those who were not able to rearrange the story sentences.  Have them to re work if possible. |
| Thursday | Teacher calls out different  actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions. Page 36*)  Engage learners to play the classroom ghost game.  Teacher scatters objects in the classroom assuming it’s a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.  Put learners into pairs to make a note of what the ghost has moved around  Example the books are on the floor but they should be in the cupboard. | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson.  Have learners to read and spell the key words on the board |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 8 | | |
| **Learning Indicator(s)** | | B1.1.2.3.1 | | |
| **Performance Indicator** | | Learners can use strategies for solving basic addition facts (and related  subtraction fact) to10. | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER**  *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
| Monday | Share to learners an A4  sheet paper. Encourage learners to draw how they want their day to be.  Let learners paste their drawing s on the classroom wall to create a gallery. | | Guide learners to name the double of a  number up to 10  Play the number doubles game with learners.  Call out a number between 1and 10. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.  Engage learners in other activities for them to determine the doubles of numbers up to 10. | Have learners to find the  missing numbers Double of 4 is 8  Double of is 18  Double of is 12  Double of is 20  Double of is 6 |
| Tuesday | Draw some 2 dimensional  shapes with dotted lines on the board and ask learners to trace and say the name of each object. | | Guide learners to name the double of a  number up to 10  Have learners to write the doubles of the following numbers | Have learners to find the  missing numbers. Double of 4 is 8  Double of is 14  Double of is 2  Double of is 10  Double of is 4 |
| Wednesday | Engage learners to sing  songs and recite rhymes  **ONCE I CAUGHT A FISH ALIVE**  One, two, three, four, five | | Guide learners to identify 10 more than a  number between 0 and 20, and  eventually between 0 and 100.  Draw a line to deduct 10 to each number on  the rocket | Give learners task to  complete whiles you go round to guide those who don’t understand. |



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|  | Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again  Why did you let it go? Because it bit my finger so  Which finger did it bite? This little finger on my right |  | Give remedial learning to  those who special help. |
| Thursday | Let learners fill in the  missing the boxes | Guide learners to identify 10 less than a  number between 0 and 20, and  eventually between 0 and 100.  Draw a line to deduct 10 to each number on the rocket | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday |  | Guide learners to Identify combinations  of numbers.  E.g. what two number combinations will give a results of 5.  = 1 + 4  = 2 + 3  e.g. What three number combinations will give a results of 10.  = 1 + 6 + 3  = 3 + 4 + 3  Learners to find the missing numbers in a box.  e.g. 4 + = 5 6 + = 10  2 + = 10 3 + = 5 | Have learners to find the  missing numbers, |



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|  | **6** |  | **8** |
| **9** |  | **11** |  |
|  | **12** |  | **14** |
| **15** |  | **16** |  |
|  | **19** |  | **21** |
| **22** |  | **24** |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1.4.3.2.1 | | |
| **Performance Indicator** | | Learners can understand what simple machines are and cite common  examples | | |
| **Strand** | | Forces And Energy | | |
| **Sub strand** | | Forces And Movement | | |
| **Teaching/ Learning Resources** | | Ball, boxes, tables, chairs, plants, balloons, paper, pencils, crayons,  bottle, bottle opener | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Ask learners to draw two  smileys to express how they feel that moment.  Have learners to present their smileys to whole class for discussion | | Engage learners in an activity to  identify common machines in their homes and school.  Assemble simple machines for learners to explore their uses in the home.  Help learners to demonstrate the use of the provided machines for undertaking various tasks.eg opening bottles, picking up granules, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Engage learners in the “Jump  Counting” game  Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens! | | Elaborate on the importance of  such machines on daily living.  Summarize learners’ responses by explaining that machines enable work to be done easier and faster. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Let learners sing songs and  recite rhymes about machines.  Encourage learners to dance with actions whiles singing | | Engage learners to draw any of  the devices of their choice.  Precaution: Knives and other sharp objects should not be used in this lesson. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 15 | | |
| **Learning Indicator(s)** | | B1.4.4.1.1. | | |
| **Performance Indicator** | | Learners can describe farming activities in the community | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Farming In Ghana | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Call learners in turns to tell  the whole class what they will buy if they are given GHc200. | | Learners look around the school or  community and talk about different farm activities the people do.  Engage la to discuss about the common types of farming activities in their locality.  e.g. crop farming, livestock farming and fish farming.  People can do all the farming depending on their ability. Show pictures of these types of farms to learners. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Let learners draw a picture  of a favorite place in the world. Then write five or more words that remind them of that place.  Have learners to paste their drawings on the classroom wall to create a gallery | | Show pictures of these types of farms to  learners.  Learners to talk about the pictures and relate to them. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Divide the class into groups.  Invite each group to revise the previous lesson to the whole class | | Revise with learners different farm activities  people do in the community and talk about them.  Learners draw some farming activities  e.g. weeding the farm or garden, feeding animals | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 4 | | |
| **Learning Indicator(s)** | | B1.3.1.1.2 | | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives of the religious  leaders. | | |
| **Strand** | | Religious Leaders | | |
| **Sub strand** | | Birth of the leaders of the three major religion in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Engage learners in the thumbs  up game.  Say a few statements and have learners give you a thumbs up when they agree with you.  Let learners give reasons when they disagree with you. | | Lead learners to talk about the  moral lessons they have learnt from the discussions about Okomfo Anokye.  Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.  Let learners dramatize the moral lives of the religious leaders. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 7 | | |
| **Learning Indicator(s)** | | B1.3.1.1.1 | | |
| **Performance Indicator** | | Learners can explore which Europeans came to Ghana | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Using questions and  answers, review the understanding of the previous lesson.  Play games and sing songs and recite rhymes that learners are familiar with. | | Through documentary slides, guide learners  to identify which of the Europeans came to the country.  PORTUGAL  The first European country to come to our land was Portugal. They were led by Prince Henry the Navigator. They arrived in the country in the year 1471.  They built the castle of Elmina, where they traded in gold and slaves. | Ask learners to tell you  what they have learnt.  Have them summarize the important points of the lesson.  Give learners task to complete at home. |
|  | | BRITAIN  The British arrived in gold coast in 1554. They were led by captain Widham and his men. They had enough gold from Gold coast and because of this in the following year, they sent another ship. The captain of the ship was john lock. |  |
|  | Have learners to stand in  attention position as you lead them to sing the national anthem.  You can make it more fun by calling learners in turns to sing the national anthem. | | Through documentary slides, guide learners  to identify which of the Europeans came to the country.  NETHERLAND  By 1598, the Dutch also arrived in the gold coast to trade. They built forts along the coastal areas, notable among them being the Dutch fort at Komenda. In 1637 they captured the Elmina castle from the Portuguese and in 1642 captured fort St. Anthony in Axim. | Ask learners to tell you  what they have learnt.  Have them summarize the important points of the lesson.  Give learners task to complete at home. |
|  | | DENMARK  The people of Denmark also came into the country to trade. The Danes arrived in the year 1642. The Danes built the Christiansburg castle now known as the Osu castle. |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.2.2.3 B1.1.2.3.3 | | |
| **Performance Indicator** | | Learners can explore available means of using relevant visual arts  making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community. | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Planning, Making and Composing | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials  available in the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Read out excerpts from  speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches. | | Learners are to explore the  local environment to select available materials and tools that are good for making artworks.  Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic.  Guide learners to make a simple mosaic | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |
|  | Engage learners to play games  and sing songs to get them ready for the lesson. | | Allow learners to practice in  groups following the steps   1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image.   Learners to discuss and compare their artworks to the artworks studied. | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.10.1.1.-2 | | |
| **Performance Indicator** | | Learners can explain what a command is and respond to four or five  commands | | |
| **Strand** | | Oral Language | | |
| **Sub strand** | | Giving And Following Commands/ Instructions | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Share an interesting story with  learners about yourself.  Call a learner to share his/her story to the whole class. | | Write some commands on a  flashcard.  Lead learners to read the commands on the flashcard.  Direct learners to demonstrate the commands they have read.  Assist learners to recognize commands. E.g.: Stand up! Sit down! etc. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Divide the class into groups.  Share pieces of papers to each group.  Each group is supposed to write three questions on the previous lesson.  Have the group’s exchange the papers and solve the questions on them. The first group to get every question correct wins! | | Revise the commands with learners.  Call learners in pairs and let one issue a command while the other does what the command says.  Ask learners to tell you the reaction of the other learner when the command was issued.  Let learners know why they should obey commands | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Put learners into pairs.  Learners must tell 3 facts about themselves to their partner.  Two of them should be true, and one should be lie.  The other partner have to find out which one is the lie. | | Revise the commands with learners.  Call learners in pairs and let one issue a command while the other does what the command says.  Ask learners to tell you the reaction of the other learner when the command was issued.  Let learners know why they should obey commands | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.12.1.15: | | |
| **Performance Indicator** | | Learners can march to a beat(rhythm) | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Manipulative skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Learners develop these skills such as coordination, reaction time, confidence | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Show learners pictures or video  of students and soldiers marching during an independence day celebration.  Encourage learners they can also march like them.  Let learners warm up their bodies by jumping and jogging a few distance. | | After warm-ups, demonstrate  matching to a beat such as clapping, music (one-one, one- one, etc.).  Emphasis on left foot forward and right arm forward alternated movement.  Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.  Observe and give corrective feedback.  Organize matching and take salute for fun and enjoyment.  End the lesson with cool down. | Let learners sing songs and  recite some familiar rhymes they know.  Learners can dance with actions whiles singing. |



### SAMPLE LESSON NOTES-WEEK 4

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 4 BASIC ONE

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

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.8.1.2. B1.2.7.2.2. B1.4.5.1.3. B1.5.7.1.1. B1.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can use appropriate pronunciation and intonation in asking and   answering wh – questions   1. Learners can describe characters and their actions in a story 2. Learners can use basic descriptive words in writing simple sentence 3. Learners can identify and use prepositions in oral and written language to indicate position 4. Learners can read a variety of age – appropriate books and texts from print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | |
|  | | | | |
| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
| Monday | Led learners to recite few  rhymes | | A.**ORAL LANGUAGE**  (*Asking and Answering Questions. Pg 13*) | Have learners to use new  words learnt in conversation. |
|  | **Ding Dong Bell"** Ding, dong, bell Pussy's in the well. Who put her in? Little Johnny Green Who pulled her out? Little Tommy Stout.  What a naughty boy was that | | Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions,  e.g. i. *Should I clean the board?*   1. *Is that your chair?* 2. *Do you have a pencil in your bag?*   Introduce Wh- questions in context.  e.g. *i. What is this?*   1. *What is your name?* 2. *How old are you?* 3. *How are you?* | Give learners task to answer Wh-questions in their workbooks.  If possible, mark learners work and give them feedback where necessary. |
|  |  | | Pair learners to ask and answer questions. Note: Yes/No questions use rising intonation and Wh-questions is falling intonation. However, answers for both use the falling intonation. |  |
| Tuesday | Begin the lesson by sharing  a few jokes with learners. | | B.**READING**  (*Vocabulary*)  Read an interesting story to learners. | Ask learners to tell you  what they have learnt. |
|  | Make sure to choose jokes that will get learners attention. | | Put learners in groups to identify and  describe characters and their actions in stories read. | Give support to those who were not able to rearrange the story sentences. |
|  | Call two learners to share their jokes as well | | Have learners to act parts of the story. Let learners identify their best characters and talk about them. | Have them to re work if possible. |

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| Wednesday | Label all objects in the  classroom with numbers. Put learners into pairs and ask them to make a list of all the items in the classroom.  This should be time to create competition. The group to make the most list wins. | C.**WRITING**  (*Writing simple words and sentence*) Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.  Let learners tell the sizes, shapes and colors of the objects. Explain simply to them that the words talk about objects.  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. | Ask learners to tell you  what they have learnt.  Give support to those who were not able to rearrange the story sentences.  Have them to re work if possible. |
| Thursday | Teacher calls out different  actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions. Page 36*)  Engage learners to play the classroom ghost game.  Teacher scatters objects in the classroom assuming it’s a ghost.  Example you could place some textbooks on the floor, put a pen on the window sill, etc.  Put learners into pairs to make a note of what the ghost has moved around  Example the books are on the floor but they should be in the cupboard. | Ask learners to tell you  what they have learnt.  Give support to those who were not able to rearrange the story sentences.  Have them to re work if possible. |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 9 | | |
| **Learning Indicator(s)** | | B1.1.2.4.1 | | |
| **Performance Indicator** | | Learners can use counting on, counting down and missing addend strategies  for adding and subtracting within 20 | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Teacher mentions a word, e.g.  cat  Learners write its rhyming word  Engage learners to sing songs and recite familiar rhymes in relation to the lesson | | Engage learners in activities to make  them aware that counting is related to addition i.e., recognizing that adding 2 is the same as counting on 2 | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Select 10 words and write  them two different times on word cards.  Place all the cards face down on the floor.  Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. | | Engage learners in “counting on”  activities  For example, to add 5 + 3,  Write the numbers starting from 1 to 20 on the board with equal intervals. start at 5 and count on 3 places… 6,  7, 8. The answer is 8.  Guide learners to also use the number line to perform some counting on. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Engage learners to sing songs  and recite rhymes  **ONCE I CAUGHT A FISH ALIVE**  One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again  Why did you let it go? Because it bit my finger so | | Learners to use "Making 10s" strategy  to solve addition statements. For example: Add 7 + 2 + 3,  First do 7 + 3 = 10  then add 2.(10+2) The answer is 12.  Assessment: Have learners to practice with more examples. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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|  | Which finger did it bite?  This little finger on my right |  |  |
| Thursday | Let learners fill in the missing  the boxes | Learners to use "Making 10s" strategy  to solve addition statements.  Here, have learners to rearrange the numbers.  For example: if given 7 + 2 + 3, let learners change the order of the addends to 7 + 3 + 2 to produce combinations that add to 10;  Assessment: Have learners to practice with more examples. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Share to learners an A4 sheet  paper. Encourage learners to draw how they want their day to be.  Let learners paste their drawing s on the classroom wall to create a gallery. | Learners to use "Making 10s" strategy  to solve addition statements.  For example: 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)  Assessment: Have learners to practice with more examples. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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| **1** | **2** | **3** |  |
|  | **6** |  | **8** |
| **9** |  | **11** |  |
|  | **12** |  | **14** |
| **15** |  | **16** |  |
|  | **19** |  | **21** |
| **22** |  | **24** |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1.5.1.1.1 | | |
| **Performance Indicator** | | Learners can explain the need for bathing and know how it is done | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Learners to play games and  sing songs to begin the lesson | | Enquire from learners routine activities  they engage in before coming to school.  (Activities may include sweeping, bathing, brushing of teeth, washing of face etc. | Ask learners questions to  review their understanding of the lessson. |
|  | | Lead learners to discuss the reasons for undertaking those activities (such as bathing) | Give learners task to do whiles you go round to guide those who need help. |
|  | | Assist them to talk about the number of times they bath a day and how their parents bath them. |  |
|  | Call 2 learners to share a  story with the whole class. | | Display a video/pictures showing the  items used in bathing | Ask learners to summarize  what they have learnt. |
| Learners to play games and sing songs to begin the lesson | |  | Let learners say 5 words they remember from the lesson. |
|  | | Present real items (e.g. soap, sponge, water, and towel) to learners to talk about them in groups |  |
|  | | Guide learners to talk about what will happen if they do not take their bath regularly. |  |
|  | Call 2 learners to share a  story with the whole class. | | In groups, learners present their ideas  about what will happen if they do not bath | Ask learners to summarize  what they have learnt. |
| Learners to play games and sing songs to begin the lesson | | Learners sing familiar songs and recite rhymes as they demonstrate the process of bathing using a doll | Let learners say 5 words they remember from the lesson. |
|  | | Learners draw some items used for bathing and display them for discussion |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 15 | | |
| **Learning Indicator(s)** | | B1.4.4.2.1 | | |
| **Performance Indicator** | | Learners can identify simple agricultural tools and their uses | | |
| **Strand** | | Our Nation Ghana | | |
| **Sub strand** | | Farming In Ghana | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Paste a chart on the board  showing pictures of farm tools. Let learners talk about the picture and identify the names of the tools in the picture. | | Begin the lesson by finding out from  learners who have backyard farm or goes to the farm often  Enquire from learners the common tools they use at their farms or backyard farms  Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Group learners into three (3),  appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.  The class is allowed to pose questions to the leaders. The group who summarizes well wins | | Invite learners to demonstrate the use  of this simple agricultural tools.  Take learners out to the field or school farm to make use of some of the tools. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Group learners into three (3),  appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson.  The class is allowed to pose questions to the leaders. The group who summarizes well wins | | Revise with learners on some simple  tools people use in the community to farm.  Let learners draw some of the agricultural tools used in Ghana,  e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 4 | | |
| **Learning Indicator(s)** | | B1.3.1.1.2 | | |
| **Performance Indicator** | | Learners can outline the moral lessons in the early lives of the religious  leaders. | | |
| **Strand** | | Religious Leaders | | |
| **Sub strand** | | Birth of the leaders of the three major religion in Ghana | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Share an interesting story with  learners about yourself.  Call a learner to share his/her story to the whole class. | | Lead learners to talk about the  moral lessons they have learnt from the discussions about Jesus Christ.  Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.  Let learners dramatize the moral lives of the religious leaders. | Ask learners series of  questions to review their understanding of the lesson  Have learners to read and spell the key words written on the board |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 7 | | |
| **Learning Indicator(s)** | | B1.3.1.1.1 | | |
| **Performance Indicator** | | Learners can explore which Europeans came to Ghana | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Let learners draw a picture  of a favorite place in the world. Then write five or more words that remind them of that place.  Have learners to paste their drawings on the classroom wall to create a gallery | | Let learners arrange the Europeans  which they came to Ghana in the order which they came (starting with those who came first) | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |
|  | Divide the class into groups.  Invite each group to revise the previous lesson to the whole class | | In groups, let learners locate each of  these countries on the world map using the internet.    Have learners to sketch the individual country maps.  Let learners create galleries of their sketches and paste them on the classroom wall. | Ask learners questions to  review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home. |

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| Country | People | Year |
| Portugal | Portuguese | 1471 |
| Britain | British | 1553 |
| Holland | Dutch | 1595 |
| Denmark | Danes | 1642 |
| Sweden | Swedes | 1647 |
| Germany | Germans | 1682 |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.2.2.3 B1.2.2.3.3 | | |
| **Performance Indicator** | | Learners can create own performing artworks to express own views,  knowledge and understanding of artworks that reflect topical issues in the local community | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Planning, Making and Composing | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials available  in the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Learners to sing songs and  play games to get them ready for the lesson  Show pictures of visual artworks to learners for them to observe and talk about them | | In the previous lesson we learned  how the “Kpatsa” dance reflect the lives of Akan regions of Ghana.  Guide learners to create own dance to reflect their culture.  Guide learners to pick a piece of music for the dance.  e.g. a circular music, gospel music, etc.  Guide learners to determine the style and plan the dance | Ask learners to talk about  what they have learnt.  Through questions and answers review learners understanding of the lesson |
|  | Learners to sing songs and  play games to get them ready for the lesson | | Show learners a video or pictures of  the dance you want to teach.    Demonstrate the dance moves to learners as they observe.  Have learners practice the moves in a formation dance | Ask learners to tell you what  they have learnt and what they will like to learn in the next lesson  Learners to tell the part of the lesson that interest them most. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.11.1.1.-3 | | |
| **Performance Indicator** | | Learners can discuss the times of the day, say the names of the days of  the week and say the time by the hour. | | |
| **Strand** | | Reading | | |
| **Sub strand** | | Presentation | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing the  alphabets song | | Write the different times of the  day on a flashcard. | Use questions to review  their understanding of the  lesson |
| **A B C SONG**  A,B,C,D,E,F,G,H,I,J,K,L,M  N,O,P,Q,R,S,T,U,V,W,X,Y,Z.  Now I know my ABC’s  Next time won’t you sing with me | | Lead learners to read the different times of the day.  Assist learners to recognize and mention the different times of the day.  E.g.: *morning, afternoon and evening.* | Ask learners to summarize what they have learnt |
|  | Teacher mentions a word, e.g.  cat  Learners write its rhyming word | | Write the names of the days of  the week on the board. | Use questions to review  their understanding of the lesson |
| Sing songs and recite familiar rhymes in relation to the lesson | | Lead learners to read the names of the days of the week.  Assist learners to recognize and mention the names of the days of the week.  E.g. *Monday, Tuesday, Wednesday, etc*. | Ask learners to summarize what they have learnt |
|  | Select 10 words and write them  two different times on word cards. | | Ask a learner to tell the time for  assembly and for recreation time in the school. | Use questions to review  their understanding of the lesson |
| Place all the cards face down on the floor. | | Discuss time with the learners using a model clock. | Ask learners to summarize what they have learnt |
| Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. | | Assist learners through discussion to tell time by the hour. E.g.: *The time is 1 o’clock. The time is 12 o’clock, etc.* |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.12.1.16: | | |
| **Performance Indicator** | | Learners can demonstrate a smooth transition between even-beat and  uneven-beat locomotor skills in response to music or an external beat. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Manipulative skills | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners develop these skills such as coordination, reaction time, flexibility | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Let learners warm up their  bodies by jumping and jogging within a demarcated area. | | After warm-ups, demonstrate  walking to an even beat such as clapping, music (one-two, one two..,etc.) and smooth transition to running when the beat changes to uneven beat (one,two,three.,etc.,).  Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.  Observe and give corrective feedback.  Organize walking to jogging or walking to running game for learners to create fun and enjoyment. | Ask learners to tell you  what they have learnt and what they will like to learn in the next lesson  Learners to tell the part of the lesson that interest them most.  End the lesson with cool down. |



### SAMPLE LESSON NOTES-WEEK 5

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 5 BASIC ONE

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

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.9.1.1. B1.2.7.2.3. B1.4.7.1.1. B1.5.7.1.1. B1.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can give and respond to commands and instructions 2. Learners can connect, ideas and information in stories to own experiences and knowledge of the world 3. Learners can find, read and copy sentences from a given substitution tables 4. Learners can identify and use prepositions in oral and written language to indicate position 5. Learners can read a variety of age – appropriate books and texts from print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing  songs and recite rhymes  **Ding dong bell**. Pussy's at the well. Who took her there? Little Johnny Hare.  Who’ll bring her in? Little Tommy Thin. What a jolly boy was that  To get some milk for pussy cat,  Who ne'er did any harm? But played with the mice in his father's barn | | A.**ORAL LANGUAGE**  (*Giving & Responding to Commands*) Give commands and instructions to learners.  e.g. Command:  Keep quiet, Hands up, Sit down, Bring your books, Start work, etc.  Pair learners to give/obey commands.  Have learners listen to simple instructions and act in response.  Let learners practice by giving commands in pairs. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Engage learners to sing  songs and recite rhymes  **Row, Row, Row Your Boat**"  Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily,  Life is but a dream. | | B.**READING**  (*Comprehension*)  Tell or read out texts aloud to learners.  Let learners answer simple questions based on the events, characters and values, etc. in the text.  Have them relate ideas and information in the stories to personal experiences and knowledge of the world. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Wednesday | Engage learners to sing  songs and recite rhymes | | C.**WRITING**  (*Controlled writing*) | Give learners task to  complete while you go round the class to support |

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|  | **Round and Round the**  **Garden**  Round and round the garden  Like a teddy bear. One step. Two step,  Tickle you under there. | Have a simple 3-4 column substitution  table on the board.  Have learners identify the words that make up the table.  With examples, guide learners to form oral sentences from the substitution table. | those who might need  extra help.  Have learners to read and spell some of the keywords in the lesson |
|  | Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback. |  |
| Thursday | Engage learners to sing  songs and recite rhymes | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions. Page 36*) | Ask learners to tell you  what they have learnt. |
|  | **Sea shells**  She sells seashells by the seashore  The shells she sells are surely seashells  So if she sells shells on the seashore,  I am sure she sell seashore shells | Engage learners to play the classroom ghost game.  Teacher scatters objects in the classroom assuming it’s a ghost.  Example you could place some textbooks on the floor, put a pen on the window sill, etc. | Give support to those who were not able to rearrange the story sentences.  Have them to do re-work if possible. |
|  |  | Put learners into pairs to make a note of what the ghost has moved around |  |
|  |  | Example the books are on the floor but they should be in the cupboard. |  |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and  spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 9 | | |
| **Learning Indicator(s)** | | B1.1.2.4.1 | | |
| **Performance Indicator** | | Learners can use counting on, counting down and missing addend strategies  for adding and subtracting within 20 | | |
| **Strand** | | Number | | |
| **Sub strand** | | Number Operations | | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing songs  and recite rhymes  **Tooting tutors**  A tutor who tooted a flute Tried to tutor two tooters to toot  Said the two to their tutor, Is it harder to toot or  To tutor two tooters to toot? | | Guide learners to add numbers using  the "Making doubles" strategy  For example: 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.  Assessment: Have learners to practice with more examples. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Engage learners to sing songs  and recite rhymes  **Sleet slitters**  I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit.  The sheet I slit, that sheet was it | | Guide learners to add numbers using  the "Making doubles" strategy  For example: 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.  Assessment: Have learners to practice with more examples. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Engage learners to sing songs  and recite rhymes **Pease Porridge Hot** Pease porridge hot. Pease porridge cold,  Pease porridge in the pot, nine days old:  Some like it hot, some like it cold  Some like it in the pot, nine days old. | | Have learners relate subtraction to  counting down  Learners recognize that subtracting 3 is the same as counting down 3.  For example; for 15 - 3, start at 15  and count on 3 places… 14, 13, 12. The answer is 12.  Assessment: Have learners to practice with more examples. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Engage learners to sing songs  and recite rhymes  **"Itsy Bitsy Spider"** | | Have learners relate subtraction to  comparison or finding the difference Learners recognize that subtracting 5 from 8 is the same as ‘ 5 is how many | Give learners task to  complete whiles you go round to guide those who don’t understand. |

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|  | The itsy bitsy spider crawled  up the water spout. Down came the rain, and washed the spider out.  Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again" | less than 8; or ‘8 is how many more  than 5;  Assessment: Have learners to practice with more examples. | Give remedial learning to those who special help. |
| Friday | Engage learners to sing songs  and recite rhymes  "**It's Raining, It's Pouring**  It's raining: it's pouring. The old man is snoring.  He bumped his head on the top of the bed,  And couldn't get up in the morning. | Guide learners to add and subtract  numbers using the "Using addition to subtract" strategy or re-writing as addition sentence and finding the missing addend  For example; if given 7 - = 5, change the question to the addition 5  + = 7. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
|  |  | The answer is 2, so 7 - 2 = 5.  7 − What? = 5 means 5 + What? = 7 |  |
|  |  | Assessment: Have learners to practice with more examples. |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1. 5.1.1.2 | | |
| **Performance Indicator** | | Learners can know the need for and how to clean the teeth | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing songs  and recite rhymes  **"If wishes were horses** If wishes were horses Beggars would ride:  If turnips were watches Would wear one by my side. And if if's and and's were pots and pans,  The tinker would never work! | | Begin with a familiar song on cleaning the  teeth.  Ask learners to mention the items used in cleaning the teeth, e.g. toothbrush and toothpaste, chewing stick etc.      Let learners watch an audio visual or pictures that show the right way to clean the teeth. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
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|  | Engage learners to sing songs  and recite rhymes **Hot Cross Buns** Hot cross buns! Hot cross buns!  One ha' penny. Two ha' penny.  Hot cross buns!  If you have no daughters. Give them to your sons One ha' penny, Two ha' penny.  Hot Cross Buns! | | Demonstrate the right method of  brushing the teeth (moving the toothbrush in an upward and downward motion) in front of the class and ask learners to do same. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Have learners demonstrate the method of brushing the teeth in pairs and in groups |  |
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|  | Engage learners to play  games, sing songs and recite rhymes to begin the lesson. | Let learners individually draw and color  some items used in brushing the teeth and display their drawings for discussion. | Ask learners to summarize  what they have learnt. |
| Using questions and answers review learners on the previous lesson. | Learners talk about what will happen if they do not brush their teeth regularly. | Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | | |
| **Reference** | | OWOP curriculum | | Page 16 |  |
| **Learning Indicator(s)** | | B1.5.1.1.1. | | | |
| **Performance Indicator** | | Learners can mention Ghana’s Neighbors | | | |
| **Strand** | | My Global Community | | | |
| **Sub strand** | | Our Neighboring Countries | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing songs  and recite rhymes  **"If wishes were horses** If wishes were horses Beggars would ride:  If turnips were watches Would wear one by my side. And if if's and and's were pots and pans,  The tinker would never work! | | Engage learners in a community circle  time. Tell learners some history about Ghana.  *Ghana is a peaceful nation who is known by her generous hospitability. Ghana was once known as Gold Coast because of her rich mineral deposit in the land. She gained her independence from her colonial masters in 1957. The current president of Ghana is H.E Nana Addo Danquah Akufu Addo. There are about 25 million people in Ghana. Ghana has 16 regions namely; Upper West, Upper East, Savanna, North East, Northern, Bono East, Brong Ahafo, Oti, Ahafo, Eastern, Ashanti, Volta, Western, Western North, Greater Accra And Central Regions.* | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | Let learners let ask and response to facts they are not clear with concerning the history of Ghana. | |  |
|  | | Learners to tell the parts of the history that interest them most. | |  |
|  | Engage learners to sing songs  and recite rhymes **Hot Cross Buns** Hot cross buns!  Hot cross buns!  One ha' penny. Two ha' penny. Hot cross buns!  If you have no daughters. Give them to your sons  One ha' penny, Two ha' penny. Hot Cross Buns! | | Guide learners to identify her neighboring  countries.  Ghana is surrounded by other countries and have their own history. These countries are called neighbor countries.  e.g. Nigeria, Togo, south Africa, Benin, Liberia, cote d’Ivoire  Neighbor countries can be immediate neighbors and distant neighbors. | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Learners to identify Ghana’s immediate neighbors.  e.g. Togo, Burkina Faso and cote d’Ivoire | |  |
|  | Engage learners to play games,  sing songs and recite rhymes to begin the lesson. | | Learners demonstrate the positions of  Ghana’s neighboring countries by using the body | | Ask learners to summarize  what they have learnt. |

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|  | Using questions and answers review learners on the previous lesson. | e.g. to my right is Togo, to my left is La  Cote d’Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean)  Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana’s neighbors  Burkina Faso  Togo Cote D’Ivoire  Atlantic Ocean | Let learners say 5 words  they remember from the lesson. |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1. 4.1.1.1 | | |
| **Performance Indicator** | | Learners can Identify the role of the individual members of the family. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing songs  and recite rhymes  **Ezekiel cried, "Dem dry bones!**  Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord  The foot bone connected to the leg bone,  The leg bone connected to the knee bone  The knee bone connected to the thigh bone.  The thigh bone connected to the back bone.  The back bone connected to the neck bone,  The neck bone connected to the head bone,  Oh, hear the word of the Lord! | | Let learners, in groups, talk  about their roles and roles of their parents in the family:   * Parents: Provision of shelter, food, security and education, * Children: running errands, performing house chores, etc.   Let learners role-play the functions of the various members in the family,  e.g. Learners play the role of a father, mother, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | **HISTORY** | |
| **Reference** | | History curriculum Page 7 | |
| **Learning Indicator(s)** | | B1.3.1.1.1 | |
| **Performance Indicator** | | Learners can explore which Europeans came to Ghana | |
| **Strand** | | Europeans in Ghana | |
| **Sub strand** | | Arrival of Europeans | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Divide the class into  groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson.  Have the group’s exchange the papers and solve the questions on them. The first group to get every question correct wins! | Revise with learners the European  countries whose citizens came and settled in Ghana - Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands.  Put learners into groups and write names of countries on a flashcards.  Display the flashcards on the floor, call learners to pick the flashcards in turns. Learners must mention the name of the country on the card and indicate whether it is part of the country whose citizens settled in Ghana. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Put learners into pairs.  Learners must tell 3 facts about themselves to their partner.  Two of them should be true, and one should be lie.  The other partner have to find out which one is the lie. | Group learners in a horse shoe  formation, engage them to sing some patriot songs.  Example:  Yɛn Ara Asaase Ni  *Yɛn ara asaase ni;*  *Ɛyɛ abɔ den den de ma yεn, Mogya a nananom hwie gu Nya de to hɔ ma yɛn,*  *Aduru me ne wo nso so, Sε yɛbɛyɛ bi atoa so.*  *Nimdeɛ ntraso, nkoto-kranne; Ne pɛsɛmenkomenya,*  *Adi yɛn bra mu dεm, ama yɛn asaase hɔ dɔ atomu sɛ.*  *Chorus 2x:*  *Ɔman no, sɛ ɛbɛyɛ yie o Ɔman no, sɛ ɛrenyɛ yie o; Ɛyɛ nsɛnnahɔ sɛ, Ɔmanfo bra na ɛkyerɛ.*  *Ɔman no, sɛ ɛbɛ yɛ yie o!*  *Ɔman no, sɛ ɛrenyɛ yie o!;* | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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|  |  | *Ɛyɛ nsɛ nahɔ sɛ,*  *Ɔmanfo mmra na yɛnnkyerɛ.*  Engage learners to play the country hunt game using the world map. |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.3.4.3 B1.1.3.5.3 | | |
| **Performance Indicator** | | Learners can exhibit own artworks to share own creative experiences  of visual artworks that reflect topical issues in the local community | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials  available in the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Learners are to watch a short  video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them. | | Art exhibition may present or  showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.  Guide learners to plan for the exhibition by:   * *fixing a date* * *selecting a venue* * *inviting an audience*   Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);  Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance | Ask learners to tell the  whole class what they have learnt.  Learners tell what they will like to learn |
|  | Ask learners questions to  review learners understanding in the previous lesson. | | Decide on mode of display, e.g.  hanging, draping, spreading;  Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);  Clean and prepare the hall and its environment and make it ready for the exhibition;  Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. | Use series of questions and  answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.7.1.1-2 | | |
| **Performance Indicator** | | Learners can do picture reading and read simple sentences of about four to  five words | | |
| **Strand** | | Reading | | |
| **Sub strand** | | Silent Reading | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Flash letter cards to learners for  them to make its sounds.  Ask pupils to write some letters in the air as you mention them | | Put learners into groups and  provide them with a picture book.  Encourage learners to discuss the pictures among themselves while you go around to monitor.  Call leaders of the various groups to read their pictures to the whole class. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Have learners to write letter  patterns in the air.  Engage learners to sing songs and dance to it | | Write simple sentences made up  of four or five words on a card and display it on the board for learners to see.  Lead learners to read the sentences as a group.  Call learners to read and point to the sentences one by one. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |
|  | Flash letter cards to learners for  them to make its sounds.  Ask pupils to write some letters in the air as you mention them | | Write simple sentences made up  of four or five words on a card and display it on the board for learners to see.  Lead learners to read the sentences as a group.  Call learners to read and point to the sentences one by one. | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **PHYSICAL EDUCATION** | | | |
| **Reference** | | PE curriculum | | Page |  |
| **Learning Indicator(s)** | | B1.1.13.1.17: | | | |
| **Performance Indicator** | | Learners can roll in log form from stationary to a distance and back (from  lying position). | | | |
| **Strand** | | Motor Skill And Movement Patterns | | | |
| **Sub strand** | | Rhythmic skills | | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | | |
| **Core Competencies:** Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination,  creativity, leadership skills, confidence | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Let learners jog within a  demarcated area to warm up their bodies | | Take learners through general and  specific warm-ups by jogging whiles flexing and twisting of body parts. | | Organize log roll game for  learners to create fun and enjoyment. |
| Show learners pictures or videos depicting the skill to be learnt. | | Learners spread mats or mattresses in line. | | End the lesson with cool down. |
|  | | Lie on the mat/mattress at the start with legs closed and straight. Arms attached to the body side by side while facing up. | |  |
|  | | Roll continuously from the start to the end with a maintained body posture. Roll back to the start. | |  |
|  | | Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace. | |  |
|  | | Observe and give corrective feedback. | |  |



### SAMPLE LESSON NOTES-WEEK 6

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 6 BASIC ONE

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

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **ENGLISH LANGUAGE** | | |
| **Reference** | | English Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.9.1.1. B1.2.7.2.4. B1.4.7.1.1. B1.5.7.1.1. B1.6.1.1.1. | | |
| **Performance Indicator** | | 1. Learners can give and respond to commands and instructions 2. Learners can read level-appropriate texts with prompting and support 3. Learners can find, read and copy sentences from a given substitution tables 4. Learners can identify and use prepositions in oral and written language to indicate position 5. Learners can read a variety of age – appropriate books and texts from print | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Flash letter cards to learners  for them to make its sounds. Ask pupils to write some letters in the air as you mention them | | A.**ORAL LANGUAGE**  (*Giving & Responding to Commands*) Give commands and instructions to learners.  e.g. Command:  Keep quiet, Hands up, Sit down, Bring your books, Start work, etc.  Pair learners to give/obey commands.  Have learners listen to simple instructions and act in response.  Let learners practice by giving commands in pairs. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Tuesday | Have learners to play games  and recite familiar rhymes to begin the lesson. | | B.**READING**  (*Comprehension*)  Have learners read texts with all the prompting and support that can help them in their reading. | Give learners task to  complete while you go round the class to support those who might need extra help. |
| Wednesday | Have learners play a game or  sing a song to review the previous lesson  HOT CROSS BUNS  Hot cross buns, Hot cross buns.  One a penny two a penny. Hot cross buns.  If you have no daughters Give them to your sons. One a penny two a penny. | | C.**WRITING**  (*Controlled writing*)  Have a simple 3-4 column substitution table on the board.  Have learners identify the words that make up the table.  With examples, guide learners to form oral sentences from the substitution table. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |

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|  | Hot cross buns | Have learners write their sentences.  Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback |  |
| Thursday | Have learners play a game or  sing a song to review the previous lesson. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Using Simple Prepositions. Page 36*) | Ask learners to tell you what  they have learnt. |
|  | Baa, Baa, Black Sheep Baa, baa, black sheep Have you any wool.  Yes sir, yes sir, three bags full. One for my master, one for his dame,  One for the little boy who lives down the lane | Engage learners to play the classroom ghost game.  Teacher scatters objects in the classroom assuming it’s a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc. | Give support to those who were not able to rearrange the story sentences.  Have them to do re-work if possible. |
|  |  | Put learners into pairs to make a note of what the ghost has moved around |  |
|  |  | Example the books are on the floor but they should be in the cupboard. |  |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | |
| **Class** | | One | |
| **Subject** | | **MATHEMATICS** | |
| **Reference** | | Mathematics curriculum Page 10 | |
| **Learning Indicator(s)** | | B1.1.2.4.2 | |
| **Performance Indicator** | | Learners can solve one-step word problems involving addition and  subtraction within 20 using a variety of strategies | |
| **Strand** | | Number | |
| **Sub strand** | | Number Operations | |
| **Teaching/ Learning Resources** | | Counters, bundle and loose straws base ten cut square | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to find the  missing numbers in the table. | Use a variety of strategies to solve  addition word problems.  Learners to use the addition grid table to solve addition problems.  Draw a 7 by 7 number grid and guide learners to draw rings around pairs of numbers that adds up to 20.    Assessment: have learners to practice with more grids. | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Engage learners to label the  following shapes. | Use a variety of strategies to solve addition word problems.  Guide learners to add the numbers on the sails and write the totals on the boat.    Assessment: have learners to practice with more examples. | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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| Wednesday | Have learners to play  games and recite familiar rhymes to begin the lesson. | Use a variety of strategies to solve  addition word problems to 20.  For example: Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?  Assessment: have learners to practice with more examples | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Engage learners to add the  cost and find the cost of each object. | Use a variety of strategies to solve subtraction problems.  Learners to use crossing out to solve subtraction problems.  Guide learners to cross out the correct number of animals and fill in the answers.      Assessment: have learners to practice with more examples | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Have learners to play  games and recite familiar rhymes to begin the lesson. | Use a variety of strategies to solve  subtraction word problems to 20 For example: 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? | Give learners task to complete  whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1. 5.1.1.3 | | |
| **Performance Indicator** | | Learners can demonstrate understanding of the need for and how to wash the  hands | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Get a viral picture, a trending  news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them | | Lead learners through questions to  come out with the importance of washing the hands  Elaborate on their responses to introduce the topic “Hand-Washing”  Learners discuss when to wash their hands.  -*The hands must be washed after visiting the toilet,*   * *before eating and after eating,* * *after practical activity,* * *after returning to the home from school or*   *the playground* | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Ask learners questions to  review their understanding in the previous lesson | | Ask learners to name items used in  hand-washing, (soap and running clean water)    Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, emphasizing washing under running/flowing water. | Ask learners to summarize what  they have learnt.  Let learners say 5 words they remember from the lesson. |

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|  | Have learners share what is  going on in their lives. You and your learners might talk about plans for the weekends. | Engage learners in groups to  demonstrate washing of hands    Learners brainstorm on the possible health effects associated with failure to wash the hands properly  Ask learners to draw illustrations of them washing their hands with water | Ask learners to summarize what  they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | | |
| **Reference** | | OWOP curriculum | | Page 16 |  |
| **Learning Indicator(s)** | | B1.5.1.1.1. | | | |
| **Performance Indicator** | | Learners can mention Ghana’s Neighbors | | | |
| **Strand** | | My Global Community | | | |
| **Sub strand** | | Our Neighboring Countries | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Invite learners to tell stories  of their mistakes they have committed in the past. | | Engage learners in a community circle  time. Tell learners some history about Ghana. | | Ask learners questions to  review their understanding of the lessson. |
| Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them. | | *Ghana is a peaceful nation who is known by her generous hospitability. Ghana was once known as Gold Coast because of her rich mineral deposit in the land. She gained her independence from her colonial masters in 1957. The current president of Ghana is H.E Nana Addo Danquah Akufu Addo. There are about 25 million people in Ghana. Ghana has 16 regions namely; Upper West, Upper East, Savanna, North East, Northern, Bono East, Brong Ahafo, Oti, Ahafo, Eastern, Ashanti, Volta, Western, Western North, Greater Accra And Central Regions.* | | Give learners task to do whiles you go round to guide those who need help. |
|  | | Let learners let ask and response to facts they are not clear with concerning the history of Ghana. | |  |
|  | | Learners to tell the parts of the history that interest them most. | |  |
|  | Get a viral picture, a  trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them | | Guide learners to identify her  neighboring countries.  Ghana is surrounded by other countries and have their own history. These countries are called neighbor countries.  e.g. Nigeria, Togo, south Africa, Benin, Liberia, cote d’Ivoire | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | | Neighbor countries can be immediate neighbors and distant neighbors | |  |
|  | | Learners to identify Ghana’s immediate neighbors.  e.g. Togo, Burkina Faso and cote d’Ivoire | |  |

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|  | Ask learners questions to  review their understanding in the previous lesson. | Learners demonstrate the positions of  Ghana’s neighboring countries by using the body  e.g. to my right is Togo, to my left is La Cote d’Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean) | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana’s neighbors |  |
|  | Burkina Faso |  |
|  | Togo Cote D’Ivoire |  |
|  | Atlantic Ocean |  |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1. 4.1.1.1 | | |
| **Performance Indicator** | | Learners can identify the role of the individual members of the family. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing songs  and recite rhymes  **Ezekiel cried, "Dem dry bones!**  Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord  The foot bone connected to the leg bone,  The leg bone connected to the knee bone  The knee bone connected to the thigh bone.  The thigh bone connected to the back bone.  The back bone connected to the neck bone,  The neck bone connected to the head bone,  Oh, hear the word of the Lord! | | Let learners, in groups, talk  about their roles and roles of their parents in the family:   * Parents: Provision of shelter, food, security and education, * Children: running errands, performing house chores, etc.   Let learners role-play the functions of the various members in the family,  e.g. Learners play the role of a father, mother, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page 7 | | |
| **Learning Indicator(s)** | | B1.3.1.1.1 | | |
| **Performance Indicator** | | Learners can explore which Europeans came to Ghana | | |
| **Strand** | | Europeans in Ghana | | |
| **Sub strand** | | Arrival of Europeans | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Divide the class into groups.  Share pieces of papers to each group.  Each group is supposed to write three questions on the previous lesson.  Have the group’s exchange the papers and solve the questions on them. The first group to get every question correct wins! | | Revise with learners the European  countries whose citizens came and settled in Ghana - Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands.  Put learners into groups and write names of countries on a flashcards.  Display the flashcards on the floor, call learners to pick the flashcards in turns. Learners must mention the name of the country on the card and indicate whether it is part of the country whose citizens settled in Ghana. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Put learners into pairs.  Learners must tell 3 facts about themselves to their partner.  Two of them should be true, and one should be lie.  The other partner have to find out which one is the lie. | | Group learners in a horse shoe  formation, engage them to sing some patriot songs.  Example:  Yɛn Ara Asaase Ni  *Yɛn ara asaase ni;*  *Ɛyɛ abɔ den den de ma yεn, Mogya a nananom hwie gu Nya de to hɔ ma yɛn,*  *Aduru me ne wo nso so, Sε yɛbɛyɛ bi atoa so.*  *Nimdeɛ ntraso, nkoto-kranne; Ne pɛsɛmenkomenya,*  *Adi yɛn bra mu dεm, ama yɛn asaase hɔ dɔ atomu sɛ.*  *Chorus 2x:*  *Ɔman no, sɛ ɛbɛyɛ yie o Ɔman no, sɛ ɛrenyɛ yie o; Ɛyɛ nsɛnnahɔ sɛ, Ɔmanfo bra na ɛkyerɛ.*  *Ɔman no, sɛ ɛbɛ yɛ yie o!* | Ask learners to  summarize what they have learnt.  Let learners say 5 words they remember from the lesson. |

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|  |  | *Ɔman no, sɛ ɛrenyɛ yie o!;*  *Ɛyɛ nsɛ nahɔ sɛ,*  *Ɔmanfo mmra na yɛnnkyerɛ.*  Engage learners to play the country hunt game using the world map. |  |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **CREATIVE ARTS** | | | |
| **Reference** | | Creative Arts curriculum Page | | | |
| **Learning Indicator(s)** | | B1.2.3.4.3 | | B1.2.3.5.3 |  |
| **Performance Indicator** | | Learners can perform own artworks to share own creative  experiences of performing artworks that reflect topical issues in the local community | | | |
| **Strand** | | Performing Arts | | | |
| **Sub strand** | | Displaying and Sharing | | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials  available in the community | | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Learners are to watch a  short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them. | | Learners are to watch a short video  that reflects topical issues in the local community;  Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community.  Discuss the need for performing collection of own or others music, dance and drama. | | Ask learners to tell the  whole class what they have learnt.  Learners tell what they will like to learn. |
|  | | Develop a roadmap for the event (performance):  - *fixing a date*   * *selecting a venue* * *inviting an audience*. | |  |
|  | Ask learners questions to  review learners understanding in the previous lesson. | | Select and agree on a theme for the  performance;  Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); | | Use series of questions  and answers to review learners understanding of the lesson. |
|  | | Select own or others compositions for the performance, | | Call learners in turns to summarize the lesson. |
|  | | Plan the sequence of events, stage plan identifying the positions of all facilities. | |  |
|  | | Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting. | |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.8.1.1.-2 | | |
| **Performance Indicator** | | * Learners can blend syllables to form words. * Learners can read aloud words and simple sentences using correct pronunciation. | | |
| **Strand** | | Reading | | |
| **Sub strand** | | Fluency | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Have learners to write letter  patterns in the air.  Engage learners to sing songs and dance to it | | Revise syllables with learners.  Write some syllables on the board and lead learners to read them. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | | Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base  /cry/ + /ing/ = crying |  |
|  | Flash letter cards to learners for  them to make its sounds.  Ask pupils to write some letters in the air as you mention them | | Read aloud a text or simple  sentences with correct pronunciation.  Let learners say the simple sentences after you. | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |
|  | | Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. |  |
|  | Have learners to write letter  patterns in the air. | | Read aloud a text or simple  sentences with correct pronunciation. | Use questions to review  their understanding of the lesson |
| Engage learners to sing songs and dance to it | | Let learners say the simple sentences after you. | Ask learners to summarize what they have learnt |
|  | | Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.4.2.5: | | |
| **Performance Indicator** | | Identify the base of support of balanced objects. | | |
| **Strand** | | Motor Skill And Movement Patterns | | |
| **Sub strand** | | Body management | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners develop communication skills as speaking, listening, and acquisition of new concepts,  principles, strategies | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to identify base  of support by;   1. Standing up-legs as the base of support      1. Sitting on the chair – chair as the base of support.      1. Assume other shapes and lead learners to identify the base of support | Use questions to review  their understanding of the lesson  Ask learners to summarize what they have learnt |



### SAMPLE LESSON NOTES-WEEK 7

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 7 BASIC ONE

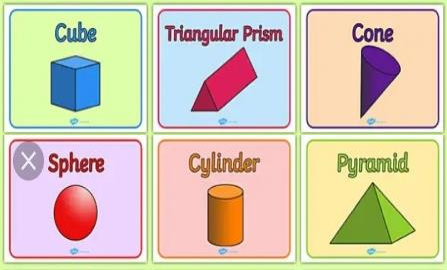
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| **Week Ending** | |  | | | | | | |
| **Class** | | One | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B1.1.9.1.2. | | B1.2.7.2.4. | B1.4.7.1.2. | B1.5.10.1.1 | | B1.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can make and respond to polite requests using the word “please” 2. Learners can read level-appropriate texts with prompting and support 3. Learners can write a simple composition using a substitution table 4. Learners can identify and spell simple words correctly 5. Learners can read a variety of age appropriate books and texts from print | | | | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | | | | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | A.**ORAL LANGUAGE**  (*Giving & Responding to Commands*) Demonstrate knowledge of requests and their responses.  Let learners respond to requests using; yes, ok, etc.  Pair with learners to take turns to make and respond to polite requests.  e.g. Please give me your pencil. A: May I use your pen?  B: Yes/No.  Let them change roles. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | B.**READING**  (*Comprehension*)  Have learners read texts with all the prompting and support that can help them in their reading. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | C.**WRITING**  (*Controlled writing*)  Write a simple and short composition in a substitution table and have learners copy this out.  Using Think-Pair-Share, have learners read their compositions. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Thursday | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Help learners to write two letter words correctly e. g. go, so, in, on. | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |

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|  | Ask learners questions to  review their understanding in the previous lesson. | Using word cards, help learners to write three letter words correctly, e.  g. see, low, bow. | Have learners to read and  spell some of the keywords in the lesson |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B1.3.1.1.2 | | |
| **Performance Indicator** | | Learners can Identify three-dimensional shapes | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | 2D And 3D Shapes | | |
| **Teaching/ Learning Resources** | | 2d and 3d shapes and objects boldly drawn on manila cards. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Take learners through math  mental to solve the following. | | Guide learners to sort a given set of 3D  shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.    Have learners to draw 3D shapes and identify them with their names. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Take learners through math  mental to solve the following. | | Guide learners to sort a given set of 3D  shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.  Have learners to draw 3D shapes and identify them with their names. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Take learners through math  mental to solve the following. | | Guide learners to sort a given set of 3D  shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |

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| Thursday | Take learners through math  mental to solve the following. | Describe the difference between two  given pre-sorted sets of familiar 3D shapes and the features. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Friday | Take learners through math  mental to solve the following. | Describe the difference between two  given pre-sorted sets of familiar 3D shapes and the features. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1.5.1.2.1 | | |
| **Performance Indicator** | | Learners can know that clean air and water are essential to human  health | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Personal Hygiene And Sanitation | | |
| **Teaching/ Learning Resources** | | Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Go on a nature walk to observe  the things in the environment  Learners talk about what they observed during the nature walk  Show pictures of the natural and human features of the environment. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Engage learners to discuss what  will happen to them if the environment is very dusty and unclean  Brainstorm with learners on what will happen if they do not weed or keep their school, home and community clean. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
| 1 | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | In groups learners present their  ideas by explaining further why it is important to keep the environment clean.  Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page | | |
| **Learning Indicator(s)** | | B1.5.2.1. 1. | | |
| **Performance Indicator** | | Learners can Identify parts of a computer and how they connect to each  other | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Introduction To Computing | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global  Citizenship | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite  rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Lead pupils in a class discussion to  describe a computer.  Have learners to draw a computer and color it. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite  rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide pupils to state the basic uses of a  computer. For example;   1. *For learning,* 2. *For playing games,* 3. *For watching movies,* 4. *For playing music*   Guide pupils to identify the main parts of a computer and state their functions.  e.g. monitor, mouse, keyboard, etc. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play games and recite  rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners to Identify parts of a computer  and how they connect to each other.  e.g. monitor    Have learners to talk about the monitor and relate to them. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B1. 4.1.1.1 | | |
| **Performance Indicator** | | Learners can Identify the role of the individual members of the family. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Let learners, in groups, talk  about their roles and roles of their parents in the family:   * Parents: Provision of shelter, food, security and education, * Children: running errands, performing house chores, etc.   Let learners role-play the functions of the various members in the family,  e.g. Learners play the role of a father, mother, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B1.6.1.1.1. | | |
| **Performance Indicator** | | Learners can identify the Presidents Ghana has had since 1960 | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to name the presidents of  Ghana since 1960.   1. *Dr. Kwame Nkrumah* 2. *Joseph Arthur Ankrah* 3. *Akwasi Afrifa* 4. *Edward Akufo-Addo* 5. *Ignatius Kutu Acheampong* 6. *Fred Akuffo* 7. *Flt. Jerry John Rawlings* 8. *Dr. Hilla Limann* 9. *John Agyekum Kuffour* 10. *John Evans Attah Mills* 11. *John Dramani Mahama* 12. *Nana Addo Danquah Akuffo Addo*. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | | Match pictures of Ghana’s presidents with their names. |  |
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|  | | Dr. Kwame Nkrumah |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | Using pictures and charts, learners talk  about the first President of the country and dates of tenure. | Ask learners questions to  review their understanding of the lessson. |
| Ask learners questions to review their understanding in the previous lesson. | | *Kwame nkrumah was a Ghanaian politician and revolutionary who was on 21 September, 1909 in Nkroful. He was the first prime minister and president of ghana, having led th gold coast to independence from Britain in 1957. He ruled over ghana from 1957 to 1966 and was overthrown by the national liberation council led by joseph Arthur Ankrah. He died in the year 1972 on April 27th.* | Give learners task to do whiles you go round to guide those who need help. |
|  | | Have learners retell the history of dr. kwame nkrumah and act parts of the history. |  |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.4.6.3 B1.1.4.7.3 | | |
| **Performance Indicator** | | Learners can use the agreed guidelines to examine and derive meaning from  own and others’ displayed visual artworks. | | |
| **Strand** | | Visual Arts | | |
| **Sub strand** | | Appreciating and Appraising | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials available in the  community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Appreciating in art is the ability of  people to look at a work of art and understand how the work was made.  Explain to learners the guidelines and have them agree to it.   * Description of the work: *this stage involves describing what the work is made of, size of the work and materials used.* * The subject matter: *this stage talks about the meaning of the work.* * Appraisal: *this stage talks of the use of the artwork.* * Experience to share: *this stage talks about the design process* | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.  Show pictures or videos to learners on the process of producing kente. | | Using the steps in appreciating and  appraisal, guide learners to write a note on a previous artwork produced or performed in class.  E.g. making of kente cloth     * Description of the work: *the artwork is made of interwoven cloth strips.* * The subject matter: *the main idea of the artwork is to provide people with fabric.* * Appraisal: *it can be sold to make income.* * Experience to share: *talk about how the fabric is produced.(the process)* | Use questions to review their  understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.3.4.1.1 | | |
| **Performance Indicator** | | Learners can copy short meaningful sentences with correct spacing. | | |
| **Strand** | | Writing | | |
| **Sub strand** | | Writing And Copying Simple Sentence With Correct Spacing | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Write words on th board and  cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Ask a learner to give a simple  sentence and write it on the board.  Say the sentence aloud.  Explore and write a short meaningful sentence on the board with the correct spacing.  Let learners copy the short meaningful sentences with correct spacing. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Ask a learner to give a simple  sentence and write it on the board.  Say the sentence aloud.  Explore and write a short meaningful sentence on the board with the correct spacing.  Let learners copy the short meaningful sentences with correct spacing. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Draw or print pictures of  vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them. | | Ask a learner to give a simple  sentence and write it on the board.  Say the sentence aloud.  Explore and write a short meaningful sentence on the board with the correct spacing.  Let learners copy the short meaningful sentences with correct spacing. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.5.2.6 | | |
| **Performance Indicator** | | Learners can identify different opportunities to use striking skills. | | |
| **Strand** | | Movement Concepts, Principles And Strategies | | |
| **Sub strand** | | Strategies | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Lead learners to identify  different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities.  Demonstrate the skill as learners observe.  Have learners practice in groups and individually.  Organize a mini game for learners practice the new skills learnt. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |



### SAMPLE LESSON NOTES-WEEK 8

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

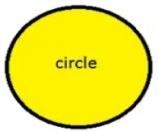
### SCHEME OF LEARNING- WEEK 8 BASIC ONE

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

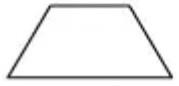
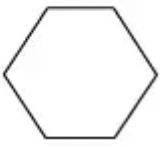
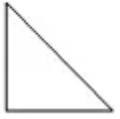
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| **Week Ending** | |  | | | | | | |
| **Class** | | One | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B1.1.10.1.1. | | B1.2.7.2.5. | B1.4.7.1.2. | B1.5.10.1.1 | | B1.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can identify audience and purpose of presentation 2. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc. 3. Learners can write a simple composition using a substitution table. 4. Learners can identify and spell simple words correctly. 5. Learners can read a variety of age – appropriate books and texts from print. | | | | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | | | | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | learners sing songs and  recite familiar rhymes  **"A Wise Old Owl"**  A wise old owl lived in an oak  The more he saw the less he spoke  The less he spoke the more he heard.  Why can't we all be like that wise old bird? | | A.**ORAL LANGUAGE**  (*Presentation*)  Have learners to do “show and tell” to introduce a friend to his/her parents at his/her birthday party.  Create more scenarios for learners to introduce their friends. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Gather 10 objects that can  be found in the classroom and lay them all Out on the desk.  Show them all to the students and then cover everything with a blanket or a sheet after one minute.  Ask learners to write down as many items they remember on a piece of paper. | | B.**READING**  (*Comprehension*)  Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners.  e.g. K of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.).  Continue with while reading activities to enhance their understanding of the text.  e.g. a) Herring Bone strategy  who? what? when? when? how? why?  b) W of KWL(What the learners want to know). | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |

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|  |  | End the lesson with after reading  activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives, |  |
| Wednesday | Take learners through the  creeping activities for them to exercise their wrists  Learners to crawl under chairs, through a tunnel or on the field  NB: crawling should be done in a clean environment | C.**WRITING**  (*Controlled writing*)  Write a simple and short composition in a substitution table and have learners copy this out.  Using Think-Pair-Share, have learners read their compositions. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Engage learners in the  “Change your style” game  Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.  After a while teacher speeds up the tempo. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Help learners to write two letter words correctly e. g. go, so, in, on.  Using word cards, help learners to write three letter words correctly, e. g. see, low, bow. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page | | |
| **Learning Indicator(s)** | | B1.3.1.1.3 | | |
| **Performance Indicator** | | Learners can Identify two-dimensional shapes and describe their attributes  using formal geometric language | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | 2D And 3D Shapes | | |
| **Teaching/ Learning Resources** | | 2d and 3d shapes and objects boldly drawn on manila cards. | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Engage learners to sing the  song  WE CAN COUNT  We class one We can count  We count 1,2,3,4,5  We count 6,7,8,9,10 We class one can count very well. | | Guide learners to sort a given set of 2D  shapes using a given single feature or criteria (size, shape, etc.)  Learners explain the sorting rule, feature or criteria used to sort them. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Tuesday | Engage learners to sing the  song  WE CAN COUNT  We class one We can count  We count 1,2,3,4,5  We count 6,7,8,9,10 We class one can count very well. | | Guide learners to sort a given set of 2D  shapes using a given single feature or criteria (size, shape, etc.)  Learners explain the sorting rule, feature or criteria used to sort them. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Wednesday | Teacher calls out numbers  from 1 to 20  Have learners to write number patterns in the air.  Randomly call learners to write a said number on the board | | Guide learners to sort a given set of 2D  shapes using a given single feature or criteria (size, shape, etc.)  Learners explain the sorting rule, feature or criteria used to sort them. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |
| Thursday | Teacher calls out numbers  from 1 to 20  Have learners to write number patterns in the air. | | Have learners to describe the difference  between two given pre-sorted sets of familiar 2D shapes and the feature. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



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|  | Randomly call learners to  write a said number on the board |  |  |
| Friday | Teacher calls out numbers  from 1 to 20  Have learners to write number patterns in the air.  Randomly call learners to write a said number on the board | Have learners to describe the difference  between two given pre-sorted sets of familiar 2D shapes and the feature. | Give learners task to  complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help. |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1.5.2.1.1 | | |
| **Performance Indicator** | | Learners can Identify some common diseases that affect the skin and their  causes | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Diseases | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting some common skin disease | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with  to begin the lesson. | | Engage learners to watch pictures and  videos or tell a story on common skin  diseases | Ask learners questions to  review their understanding  of the lessson. |
| Ask learners questions to review their understanding in the previous lesson. | |  | Give learners task to do whiles you go round to guide those who need help. |
|  | | Learners into groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox etc. |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | In groups learners share their ideas on  common skin diseases with the whole class. | Ask learners to summarize  what they have learnt. |
| Ask learners questions to review their understanding in the previous lesson. | |  | Let learners say 5 words they remember from the lesson. |
|  | | Reinforce learners’ ideas by writing all common skin diseases on the board. |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Brainstorm with learners on the causes  of common skin diseases  Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | | |
| **Reference** | | OWOP curriculum | | Page |  |
| **Learning Indicator(s)** | | B1.5.2.1. 1. | | | |
| **Performance Indicator** | | Learners can Identify parts of a computer and how they connect to  each other | | | |
| **Strand** | | My Global Community | | | |
| **Sub strand** | | Introduction To Computing | | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | | |
|  | | | | | |
| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | Learners talk about the parts of a  computer e.g. mouse. | | Ask learners questions to  review their understanding of the lessson. |
| Ask learners questions to review their understanding in the previous lesson. | |  | | Give learners task to do whiles you go round to guide those who need help. |
|  | | Learners work in small groups to explore how the mouse is connect to the computer. | |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | Learners talk about the parts of a  computer e.g. mouse. | | Ask learners to summarize  what they have learnt. |
| Ask learners questions to review their understanding in the previous lesson. | |  | | Let learners say 5 words they remember from the lesson. |
|  | | Learners work in small groups to explore how the mouse is connect to the computer. | |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Put learners into groups. Have  learners use sticky notes to identify the parts of the computer mouse.  Learners to mention some of the uses of the computer mouse  Let learners draw and color the computer mousse. Encourage learners to create a gallery with their drawings. | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page | | |
| **Learning Indicator(s)** | | B1.4.1.1.1: | | |
| **Performance Indicator** | | Learners can Identify the role of the individual members of the family. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Let learners, in groups, talk  about their roles and roles of their parents in the family:   * Parents: Provision of shelter, food, security and education, * Children: running errands, performing house chores, etc.   Let learners role-play the functions of the various members in the family,  e.g. Learners play the role of a father, mother, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B1.6.1.1.1. | | |
| **Performance Indicator** | | Learners can Identify the Presidents Ghana has had since 1960 | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to name the presidents  of Ghana since 1960.   1. *Dr. Kwame Nkrumah* 2. *Joseph Arthur Ankrah* 3. *Akwasi Afrifa* 4. *Edward Akufo-Addo* 5. *Ignatius Kutu Acheampong* 6. *Fred Akuffo* 7. *Flt. Jerry John Rawlings* 8. *Dr. Hilla Limann* 9. *John Agyekum Kuffour* 10. *John Evans Attah Mills* 11. *John Dramani Mahama* 12. *Nana Addo Danquah Akuffo Addo*.   Match pictures of Ghana’s presidents with their names.  *Joseph Arthur Ankrah* | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Using pictures and charts, learners talk  about the second President of the country and dates of tenure.  Joseph Arthur Ankrah  *Joseph Arthur Ankrah was a general of the army of ghana who served as the second president of ghana from 1966 to 1969 in the position of chairman of the national liberation council. He was born in 18 august 1915 to the Ga family of Samuel Paul Cofie and madam Beatrice Abashie Quaynor.*  Have learners retell the history of dr. kwame nkrumah and act parts of the history. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.4.6.3 B1.2.4.7.3 | | |
| **Performance Indicator** | | Learners to use the agreed guidelines to examine and derive meaning from  own and others’ displayed performing artworks. | | |
| **Strand** | | Performing Arts | | |
| **Sub strand** | | Appreciating and Appraising | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials available in  the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Use questions and answers to  revise the previous lesson with learners.  Engage learners to play games and sing songs to begin the les7son | | The easiest way to understand and  appreciate a performance is to develop a relevance and appropriate criteria or checklist  Guide learners to create a checklist or criteria for appreciating and appraising a performance;   * Creative process * Subject matter * Selection and use of instruments and elements * Styles and techniques * Originality or creativity * Use of space * Selection and use of costumes * Symbolism and cultural relevance * Aesthetic qualities * suitability | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson. |
|  | show pictures of people  performing the Kpatsa dance to learners’  let learners observe and talk about the pictures | | Lead a discussion to explain the  criteria with learners.  Now let learners use the checklist to appreciate and appraise a previous art performance in class.  e.g. The “Kpatsa” dance  Put learners into groups of 2 or 3 depending on the size of the class.  Invite each group to perform The “Kpatsa” dance as others will be observing.  Set up a three member judge to use the checklist or criteria to appraise the performance of each group. | Use questions to review  learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page | | |
| **Learning Indicator(s)** | | B1.5.5.1.1-3 | | |
| **Performance Indicator** | | Learners can recognize and use postpositions in short sentences. | | |
| **Strand** | | Writing Convention & Grammar Usage | | |
| **Sub strand** | | Integrating Grammar In Written Language (Use Of Postpositions | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Put learners into groups.  Have learners fine words for each of the alphabets letters on the topic.  The group with the most words wins. | | Place some objects at locations  in the class and discuss with the learners these locations.  Write the postpositions on a flashcard/board. Lead learners to read them.  Form simple sentences with the postpositions.  Let learners form their own sentences with the postpositions. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Write the postpositions on a  flashcard.  Lead learners to read them.  Lead learners to recognize postpositions such as in, on, into in short sentences. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes  **Sea shells**  She sells seashells by the seashore  The shells she sells are surely seashells  So if she sells shells on the seashore,  I am sure she sell seashore shells | | Write the postpositions on a  flashcard.  Lead learners to read them.  Lead learners to recognize postpositions in short sentences.  Let learners form their own sentences with the postpositions. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page | | |
| **Learning Indicator(s)** | | B1.3.3.3.4: | | |
| **Performance Indicator** | | Learners can Identify human body parts. | | |
| **Strand** | | Physical Fitness | | |
| **Sub strand** | | Flexibility | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Use pictures and videos to help  learners identify human body parts.  Mention a body part and ask learners to point at it on the wall chart. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |



### SAMPLE LESSON NOTES-WEEK 9

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 9 BASIC ONE

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

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| **Week Ending** | |  | | | | | | |
| **Class** | | One | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B1.1.10.1.2. | | B1.2.7.2.5. | B1.4.7.1.3. | B1.5.10.1.1 | | B1.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can generate and select ideas on a given topic for presentation 2. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc. 3. Learners can match parts of sentences to compose meaning texts 4. Learners can identify and spell simple words correctly. 5. Learners can read a variety of age – appropriate books and texts from print. | | | | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | | | | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Engage learners in the  “Change your style” game  Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.  After a while teacher speeds up the tempo. | | A.**ORAL LANGUAGE**  (*Presentation*)  Introduce the activity and as learners listen and observe, talk about the topic,  e.g. “My friend”.  Briefly discuss your presentation  Let learners take turns to talk about their friends. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Encourage others to ask questions after each presentation. | | | |  | |
| Tuesday | Engage learners to sing songs  and recite familiar rhymes  SIX LITTLE MICE  Six little mice sat down to spin,  Pussy cat passed and she peeped in.  What are you doing, my little men?  Weaving coats for gentlemen.  Shall I come in and cut off your threads?  No, no, pussy cat, you’d bite off our heads!  Oh, no, I’ll not, I’ll help you spin.  That may be so, but you don’t come in. | | B.**READING**  (*Comprehension*)  Begin the comprehension lesson with before reading.  e.g.  K -What learners know about the topic of information text.  Continue with while reading activities to enhance their understanding of the text.  e.g. a) Herring Bone strategy  W - What the learners want to know).  End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |

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| Wednesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse  Lived in a little house, He caught fishes  In other men’s ditches. | C.**WRITING**  (*Controlled writing*) Demonstrate the activity by writing a few sentences on the board.  Have learners rearrange jumbled parts of sentences to make meaningful texts.  Let learners read their sentences to the class for feedback. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Engage learners to sing songs  and recite familiar rhymes  I HEAR THUNDER  I hear thunder! I hear thunder! Hark don’t you, Hark don’t you?  Pitter, patter raindrops, Pitter, patter raindrops, I’m wet through  And so are you! | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Help learners to write two letter words correctly e. g. go, so, in, on.  Using word cards, help learners to write three letter words correctly, e. g. see, low, bow. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and  spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 17 | | |
| **Learning Indicator(s)** | | B1.3.2.1. 1 | | |
| **Performance Indicator** | | Learners can tell the position of objects relative to other objects in space  using words such above, below, to the right etc. | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Position And Transformation | | |
| **Teaching/ Learning Resources** | | Counters patterns made from manila cards | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Learners tell their sitting position  relative to other children in the classroom.  For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi.  Assessment: Let learners practice with more examples. | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Tuesday | Use the following the six shapes  to fill in the empty boxes; circle, hexagon, triangle, diamond, square, star. The objective is to have each shape appear only once in each row or column. | | Engage learners to tell the position  of items in the classroom.  For example, the ball is on the table, about 3 feet tall.  The model numbers are arranged in ascending order, etc.  Assessment: Let learners practice with more examples. | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Wednesday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Engage learners to tell the position  of objects and items on the school compound.  For example, the trees are in a straight line, about 10metres apart.  Assessment: Let learners practice with more examples. | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Thursday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Engage learners to tell the position  of objects and items in the community.  For example, the ladder leans against the wall and makes an angle of about 30o  Assessment: Let learners practice with more examples. | Ask learners to tell you  what they have learnt  Give learners individual or home task |

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| Friday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | Engage learners to tell the position  of objects and items in the community.  For example, the ladder leans against the wall and makes an angle of about 30o  Assessment: Let learners practice with more examples. | Ask learners to tell you  what they have learnt  Give learners individual or home task |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **SCIENCE** | | |
| **Reference** | | Science curriculum Page | | |
| **Learning Indicator(s)** | | B1.5.2.1.1 | | |
| **Performance Indicator** | | Learners can Identify some common diseases that affect the skin and their  causes | | |
| **Strand** | | Humans And The Environment | | |
| **Sub strand** | | Diseases | | |
| **Teaching/ Learning Resources** | | Pictures and videos depicting some common skin disease | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | Engage learners to watch pictures and  videos or tell a story on common skin diseases | Ask learners questions to  review their understanding of the lessson. |
| Ask learners questions to review their understanding in the previous lesson. | |  | Give learners task to do whiles you go round to guide those who need help. |
|  | | Learners into groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox etc. |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | In groups learners share their ideas on  common skin diseases with the whole class. | Ask learners to summarize  what they have learnt. |
| Ask learners questions to review their understanding in the previous lesson. | |  | Let learners say 5 words they remember from the lesson. |
|  | | Reinforce learners’ ideas by writing all common skin diseases on the board. |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Brainstorm with learners on the causes  of common skin diseases  Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 17 | | |
| **Learning Indicator(s)** | | B1.5.3.1.1. | | |
| **Performance Indicator** | | Learners can collect types of data | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Sources Of Information | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to collect various  items from the environment, count and record them in a book,  e.g. count the number of tables, chairs, exercise books, textbooks and record them.  Talk about the various types of data gathered.(discrete or continuous) | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to collect various  items from the environment, count and record them in a book,  e.g.    Talk about the various types of data gathered.(discrete or continuous)  Let learners answer questions based on the data they have collected. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to collect various  items from the environment, count and record them in a book,  e.g.    Talk about the various types of data gathered.(discrete or continuous)  Let learners answer questions based on the data they have collected. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1.4.1.1.2 | | |
| **Performance Indicator** | | Explain the role of the community in the upbringing of its members. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Let learners, in groups, talk  about the role of the community in the upbringing of its members through education.  Let learners dramatize or role- play the roles of members of the community in the upbringing of its members through education. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B1.6.1.1.1. | | |
| **Performance Indicator** | | Learners can Identify the Presidents Ghana has had since 1960 | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to  become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to name the presidents of  Ghana since 1960.   1. *Dr. Kwame Nkrumah* 2. *Joseph Arthur Ankrah* 3. *Akwasi Afrifa* 4. *Edward Akufo-Addo* 5. *Ignatius Kutu Acheampong* 6. *Fred Akuffo* 7. *Flt. Jerry John Rawlings* 8. *Dr. Hilla Limann* 9. *John Agyekum Kuffour* 10. *John Evans Attah Mills* 11. *John Dramani Mahama* 12. *Nana Addo Danquah Akuffo Addo*.   Match pictures of Ghana’s presidents with their names. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | |  |  |
|  | | General Akwasi Afrifa |  |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson. | | Using pictures and charts, learners talk  about the third President of the country and dates of tenure. | Ask learners questions to  review their understanding of the lessson. |
| Ask learners questions to review their understanding in the previous lesson. | | *Lieutenant General Akwasi Afrifa was ghanaian soldier, farmer. Traditional ruler and Politian. He was the head of state of Ghana and leader of the military government in 1969 and then chairman of the president commission between 1969 and 1970. He was elected as member of parliament in 1979 but was executed before he could take his seat in June 1979.* | Give learners task to do whiles you go round to guide those who need help. |
|  | | Have learners retell the history of dr. kwame nkrumah and act parts of the history. |  |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.2.1.1 | | |
| **Performance Indicator** | | Learners can produce artworks found in their communities. | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Thinking and Exploring Ideas (School based project) | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials available  in the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Learners to sing songs and  play games to get them ready for the lesson | | In our last visual arts lesson, we learnt  how to make clay pot using materials in the local community. | Use questions to review  their understanding of the lesson |
| Show pictures of visual artworks to learners for them to observe and talk about them | | Learners gather materials and tools available in their community based on artworks they wish to create.  Example: how to make clay pot. | Ask learners to summarize what they have learnt |
|  | | Demonstrate and guide learners to make a simple clay pot. |  |
|  | | Allow learners to practice in groups following the steps provided |  |
|  | | Learners to discuss and compare their artworks to the artworks studied. |  |
|  | Review learners  understanding in the previous lesson using questions and  answers | | In our last performing arts lesson, we  learnt how to create our own dance moves. | Use questions to review  their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson. | | Guide learners to pick a piece of music for the dance.  e.g. a circular music, gospel music, etc.  Guide learners to determine the style and plan the dance.  Show learners a video or pictures of the dance you want to teach. | Ask learners to summarize what they have learnt |
|  | | Demonstrate the dance moves to learners as they observe. |  |
|  | | Have learners practice the moves in a formation dance |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 57 | | |
| **Learning Indicator(s)** | | B1.5.7.1.1-3 | | |
| **Performance Indicator** | | Learners can write two and three letter words correctly. | | |
| **Strand** | | Writing Convention & Grammar Usage | | |
| **Sub strand** | | Integrating Grammar In Written Language (Spelling) | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Put learners into groups.  Have learners fine words for each of the alphabets letters on the topic.  The group with the most words wins. | | Write two letter words on  flashcards and show it to learners.  Lead learners to mention the words.  Put learners in groups and do spelling game or competition among the groups.  Let learners write the two letter words correctly. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Ask learners to say some words they  know.  List the words on the board.  Write the three-letter words at one side and say them aloud to learners.  Write some of the three-letter words on flashcards and show it to learners.  Lead learners to mention the words.  Let learners write the three-letter words correctly. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes  **"Itsy Bitsy Spider"**  The itsy bitsy spider crawled up the water spout.  Down came the rain, and washed the spider out.  Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again" | | Write some words on the board.  Lead learners to read the words.  Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s). | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 14 | | |
| **Learning Indicator(s)** | | B1.4.2.4.2: | | |
| **Performance Indicator** | | Recognize the need to drink water during and after physical activity. | | |
| **Strand** | | Physical Fitness Concepts, Principles And Strategies | | |
| **Sub strand** | | Substance | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Through discussions, learners  identify the need to drink water during water during physical activity.  Example; to prevent heat stroke, dehydration, to control the body temperature, etc. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |



### SAMPLE LESSON NOTES-WEEK 10

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

### SCHEME OF LEARNING- WEEK 10 BASIC ONE

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

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| **Week Ending** | |  | | | | | | |
| **Class** | | One | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B1.1.10.1.2. | | B1.2.7.2.6. | B1.4.7.1.3. | B1.5.10.1.2. | | B1.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can generate and select ideas on a given topic for presentation 2. Learners can identify the structure of a story 3. Learners can match parts of sentences to compose meaning texts 4. Learners can fill in blank spaces in simple words 5. Learners can read a variety of age – appropriate books and texts from print. | | | | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | | | | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Engage learners in the  “Change your style” game  Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.  After a while teacher speeds up the tempo. | | A.**ORAL LANGUAGE**  (*Presentation*)  Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”.  Briefly discuss your presentation  Let learners take turns to talk about their friends.  Encourage others to ask questions after each presentation. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | B.**READING**  (*Comprehension*) Narrate a suitable story.  Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Engage learners to sing songs  and recite familiar rhymes  LITTLE TOMMY TITTLEMOUSE  Little tommy tittle mouse Lived in a little house,  He caught fishes  In other men’s ditches. | | C.**WRITING**  (*Controlled writing*) Demonstrate the activity by writing a few sentences on the board.  Have learners rearrange jumbled parts of sentences to make meaningful texts.  Let learners read their sentences to the class for feedback. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |

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| Thursday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | D.**WRITING CONVENTIONS &**  **GRAMMAR USAGE**  (*Spelling*)  Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. |  |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and  spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 17 | | |
| **Learning Indicator(s)** | | B1.3.3.1.1 | | |
| **Performance Indicator** | | Develop an understanding of measuring as a process of comparing pairs of  items. | | |
| **Strand** | | Geometry and Measurement | | |
| **Sub strand** | | Measurement – Length, Mass and Capacity | | |
| **Teaching/ Learning Resources** | | Ruler, rope, meter rule | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Display two items side by side, where one is  tall and the other is short. For example, show to learners two dolls.    Give students these materials to hold and compare them.  Call two students to the front of the class and ask which is tall and which is short.  Choose several pairs of students with varying heights to compare | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Tuesday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Learners bring together pairs of objects on  the same flat surface to compare to find out which is smaller.  Gather students in a circle on the carpet. Show them a large item, such as a big book, and tell them that is big.  Show students a little item, such as a pencil, and tell them that is small compared to the big book.  Give other items to various students.  Have learners place big items in one pile and  small items in another | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Wednesday | Play games and recite  rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Hold up the two objects from the  introduction and model thinking aloud to differentiate between the two,  e.g. "I have to work harder to hold the rock. The feather feels lighter in my hand, it might ﬂoat away on its own."  Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter.  Display two more objects and ask students to predict or make a guess using what they | Ask learners to tell you  what they have learnt  Give learners individual or home task |

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|  |  | know, to decide which item is heavier and  which is lighter than one another |  |
| Thursday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | Learners bring together pairs of objects on  the same flat surface to compare to find out which is bigger  Show them a large item, such as a big book, and tell them that is big.  Show students a little item, such as a pencil, and tell them that is small compared to the big book.  Give other items to various students.  Have learners place big items in one pile and small items in another | Ask learners to tell you  what they have learnt  Give learners individual or home task |
| Friday | Play games and recite  rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | Learners bring together pairs of objects on  the same flat surface to compare to find out which is thinner/light  Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter.  Display two more objects and ask students to predict or make a guess using what they know, to decide which item is heavier and which is lighter than one another | Ask learners to tell you  what they have learnt  Give learners individual or home task |

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| **Week Ending** | |  | | | | |
| **Class** | | One | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 33 |  |
| **Learning Indicator(s)** | | B1.5.3.1.1 | | | | |
| **Performance Indicator** | | Identify technologies in the immediate environment and describe the  impact of the technology on society | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Science & Industry | | | | |
| **Teaching/ Learning Resources** | | Toys, laptops, smart phones, watches, radio and DVD players | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Engage learners to watch videos or  pictures showing technologies and their impact on the society  Bring electronic devices such as toys, laptops, smart phones, watches, radio and DVD players to class  Learners in groups discuss other technological equipment they see in their immediate environment and their accompanying functions, e.g. cars, drones, thermometers. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners present their ideas in groups  for discussion  Ask learners to talk about what will happen if such technologies were absent in the society  Guide learners to reshape their ideas and present key concepts on common technologies in the environment on the writing board | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners mention some technological  devices and how these have impacted their lives  In groups learners work to design and make simple technological devices of their choice using materials such as blu tack, clay, cardboard and paper. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 17 | | |
| **Learning Indicator(s)** | | B1.5.4.1.1. | | |
| **Performance Indicator** | | Identify technology tools in communication | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Technology In Communication | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. gong gong, drums, bells.  Learners draw and color drums, bells, gong gong to assemble people. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. mobile vans, and community information centers.  Learners draw and color mobile vans, and community information centers to assemble people. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. mobile vans, and community information centers.  Learners draw and color mobile vans, and community information centers to assemble people. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1.4.1.1.2 | | |
| **Performance Indicator** | | Explain the role of the community in the upbringing of its members. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Let learners, in groups, talk  about the role of the community in the upbringing of its members through discipline.  Let learners dramatize or role- play the roles of members of the community in the upbringing of its members through discipline. | Ask learners series of  questions to review their understanding of the lesson  Learners to read and spell the key words on the board. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B1.6.1.1.1. | | |
| **Performance Indicator** | | Learners can Identify the Presidents Ghana has had since 1960 | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to name the  presidents of Ghana since 1960.  Using pictures and charts, learners talk about the fourth President of the country and dates of tenure.  e.g. *Edward Akufo-Addo*  Edward Akufo-Addo born on 26 June 1906, was a ghanaian politician and lawyer. He was a member of the big six leaders of the UGCC, and one of the founding fathers of ghana who engaged in the fight for Ghana’s independence. He became the chief justice and later became the president of ghana from 1970 to 1972. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board. |
|  | | Match pictures of Ghana’s presidents with their names. |  |
|  | Teacher writes and lets  students see the answer on the board, perhaps a picture of object on the board. | | Guide learners to name the  presidents of Ghana since 1960.  e.g. *Ignatius Kutu Acheampong* | Ask learners series of  questions to review their understanding of the lesson |
| The students must come up with questions in which the answer could be the object on the board. | | Kutu Achempong born on 23 September  1931, was a military head of state of ghana who ruled from 13 January 1972 to 5 July 1978, when he was deposed in a palace coup. He was later executed by firing squad.  He lead the supreme military council I (SMC I) in a coup to overthrow J.A Ankrah’s National liberation council.  Using pictures and charts, learners talk about the fifth President of the country and dates of tenure.  Match pictures of Ghana’s presidents with their names. | Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board. |

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| **Week Ending** | |  | | | |
| **Class** | | One | | | |
| **Subject** | | **CREATIVE ARTS** | | | |
| **Reference** | | Creative Arts curriculum Page | | | |
| **Learning Indicator(s)** | | B1.1.2.2 | | B1.1.2.3. |  |
| **Performance Indicator** | | Learners can develop ideas and create a visual artwork based on ideas  from visual artworks found in the local community | | | |
| **Strand** | | Visual Arts & Performing Arts | | | |
| **Sub strand** | | Planning, Making and Composing | | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials  available in the community | | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Activate the previous knowledge  of the learners by making them  answer questions on the previous lesson. | | Engage learners to make a  simple beadwork using materials in the local community. | | Use questions to review  their understanding of the lesson |
| Engage learners to play games and sing songs to begin the lesson | | Learners gather materials and tools available in their community.  Demonstrate and guide learners to make a simple beadwork. | | Ask learners to summarize what they have learnt |
|  | | Allow learners to practice in groups following the steps provided | |  |
|  | | Learners to discuss and compare their artworks to the artworks studied. | |  |
|  | Show learners a video or  pictures of the dance you want to teach. | | In our last performing arts  lesson, we learnt how to create our own dance moves. | | Use questions to review  their understanding of the lesson |
|  | | Guide learners to pick a piece of music for the dance.  e.g. Bamaya dance  Guide learners to determine the style and plan for the dance.  Show learners a video or pictures of the dance. | | Ask learners to summarize what they have learnt |
|  | | Demonstrate the dance moves to learners as they observe. | |  |
|  | | Have learners practice the moves in a formation dance | |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 58 | | |
| **Learning Indicator(s)** | | B1.6.1.1.1 | | |
| **Performance Indicator** | | Learners can read simple sentences of about three to four words. | | |
| **Strand** | | Extensive Reading | | |
| **Sub strand** | | Building the Love And Culture of Reading In Learners | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing songs  and recite rhymes | | Write sentences made up of  three or four words on the  board. | Ask learners questions to  review their understanding  of the lessson. |
| **Ding dong bell**. Pussy's at the well. Who took her there? Little Johnny Hare.  Who’ll bring her in? Little Tommy Thin. What a jolly boy was that  To get some milk for pussy cat, Who ne'er did any harm?  But played with the mice in his father's barn | | Lead learners to read the sentences.  Call learners to read the sentences one by one.  Allow other learners to point to the word /sentence as another learner reads | Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson | | Write sentences made up of  three or four words on the board. | Ask learners to summarize  what they have learnt. |
| Using questions and answers, review their understanding of the previous lesson | | Lead learners to read the sentences.  Call learners to read the sentences one by one. | Let learners say 5 words they remember from the lesson. |
|  | | Allow other learners to point to the word /sentence as another learner reads |  |
|  | Engage learners to sing songs  and recite rhymes | | Write sentences made up of  three or four words on the  board. | Ask learners to summarize  what they have learnt. |
| Row, Row, Row Your Boat Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily,  Life is but a dream. | | Lead learners to read the sentences.  Call learners to read the sentences one by one. | Let learners say 5 words they remember from the lesson. |
|  | | Allow other learners to point to the word /sentence as another learner reads |  |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 14 | | |
| **Learning Indicator(s)** | | B1.4.3.4.3 | | |
| **Performance Indicator** | | Explain the purpose of warming up before physical activity and cooling  down after physical activity. | | |
| **Strand** | | Physical Fitness Concepts, Principles And Strategies | | |
| **Sub strand** | | Body composition | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to play games  and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers | | Learners discuss that warm-ups  when done well is to minimizes injuries and cool down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity.  This should be treated during the warm-up and cool down phase of practical physical education lesson. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt |



### SAMPLE LESSON NOTES-WEEK 11

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 11 BASIC ONE

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

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| **Week Ending** | |  | | | | | | |
| **Class** | | One | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B1.1.10.1.3. | | B1.2.9.1.1. | B1.4.12.1.1. | B1.5.10.1.2. | | B1.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can speak with confidence before different audiences, 2. Learners can read short and simple sentences at good pace 3. Learners can use words and simple sentences to describe self 4. Learners can fill in blank spaces in simple words 5. Learners can read a variety of age – appropriate books and texts from print. | | | | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | | | | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Gather 10 objects that can be  found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.  Ask learners to write down as many items they remember on a piece of paper. | | A.**ORAL LANGUAGE**  (*Presentation*)  Have learners draw members of their nuclear family.  Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.  Use probing questions to have learners talk more about their family members.  e.g. i. Who is this one?  ii. Why did you draw him or her first?  Encourage shy learners to speak. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Tuesday | Write a simple word vertically  on the board . E.g. P  E N  Invite learners to come up with a word starting with each letter of the vertical word. | | B.**READING**  (*Fluency*) Teacher models reading at a reasonable pace.  Have learners read short and simple sentences at a reasonable pace.  Let learners read in small groups. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
| Wednesday | Have learners sing songs and  recite familiar rhymes  MINGLE MINGLE   * Mingle, mingle – mingle 2x Two mingle (2 come together) | | C.**WRITING**  (*Descriptive Writing*) Model describing yourself in 2-3 simple sentences using simple descriptive words. | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |

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|  | * Mingle, mingle – mingle 2x   Three mingle (3 come together)   * Mingle, mingle – mingle 2x four mingle (4 come together) | Write some descriptive words and  discuss them with learners.  Through questions, have pairs of learners describe themselves to each other.  e.g. What is your name?  - My name is.................... How  old are you?  - I am ...............................  Assist learners to write out their sentences. | Have learners to read and  spell some of the keywords in the lesson |
| Thursday | Write a simple word vertically  on the board . E.g. P  E N  Invite learners to come up with a word starting with each letter of the vertical word. | D.**WRITING CONVENTIONS**  **& GRAMMAR USAGE**  (*Spelling*)  Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and  spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 18 | | |
| **Learning Indicator(s)** | | B1.4.1.1.1 | | |
| **Performance Indicator** | | Organize and represent data with up to three categories. | | |
| **Strand** | | Data | | |
| **Sub strand** | | Data Collection And Organization | | |
| **Teaching/ Learning Resources** | | Class registers, school based assessment | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Have a picture of learners in front of the  class and ask the learners to use two different objects to represent the number of males and females.    Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.    Assessment: let learners solve several examples | Ask learners to tell you what  they have learnt  Give learners individual or home task |
| Tuesday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Bring a picture of animals in front of the  class and ask the learners to use two different objects to represent the number of males and females  Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block. | Ask learners to tell you what  they have learnt  Give learners individual or home task |
| Wednesday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Bring a picture of objects in front of the  class and ask the learners to use two different category to represent the number of natural and man-made. | Ask learners to tell you what  they have learnt  Give learners individual or home task |

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| Boys | Girls |
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|  |  | Let learners represent the number of  natural items with a yellow Lego block, and represent the number of man-made items with a green Lego block.    Assessment: let learners solve several examples |  |
| Thursday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | Using the scenario in day one lesson, let  learners solve simple problems (i.e. how many altogether, how many more or less).  In the example, there were four boys and two girls in the picture, 4 boys and 2 girls. Altogether there are 6 pupils in the picture.  Let learners use the Lego blocks to demonstrate this fact. | Ask learners to tell you what  they have learnt  Give learners individual or home task |
| Friday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | Using the scenario in day three lesson,  let learners solve simple problems (i.e. how many altogether, how many more or less).  In the example, there were six natural items and six man-made items in the picture, 6 natural items and 6 man-made items. Altogether there are 12 items in the picture.  Let learners use the Lego blocks to demonstrate this fact. | Ask learners to tell you what  they have learnt  Give learners individual or home task |

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| Natural items | Man-made items |
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| **Week Ending** | |  | | | | |
| **Class** | | One | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 34 |  |
| **Learning Indicator(s)** | | B1.5.3.2.1 | | | | |
| **Performance Indicator** | | Identify foods that can be processed and preserved at home | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Science & Industry | | | | |
| **Teaching/ Learning Resources** | | Toys, laptops, smart phones, watches, radio and DVD players | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal  Development and Leadership Attention to Precision | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Ask learners to mention foods  they ate in the morning and what was used to prepare the food.  Provide samples of preserved foods such as roasted plantain, dried fish, smoked fish.  In groups, let learners name vegetables, fruits and other types of food that can be preserved at home, e.g. okro, pepper, tomato, onions, ginger, cassava, yam, plantain. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners talk about how food is  prepared in their homes.  Ask learners to tell how their parents preserve food at home.  The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration. | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners talk about how food is  prepared in their homes.  Ask learners to tell how their parents preserve food at home.  The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 17 | | |
| **Learning Indicator(s)** | | B1.5.4.1.1. | | |
| **Performance Indicator** | | Identify technology tools in communication | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Technology In Communication | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and  Global Citizenship | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. gong gong, drums, bells.  Learners draw and color drums, bells, gong gong to assemble people. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. mobile vans, and community information centers.  Learners draw and color mobile vans, and community information centers to assemble people. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. mobile vans, and community information centers.  Learners draw and color mobile vans, and community information centers to assemble people. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1.4.1.1.2 | | |
| **Performance Indicator** | | Explain the role of the community in the upbringing of its members. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,  Critical Thinking Creativity and Innovation Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Let learners, in groups, talk  about the role of the community in the upbringing of its members through discipline.  Let learners dramatize or role- play the roles of members of the community in the upbringing of its members through discipline. | Ask learners series of  questions to review their understanding of the lesson  Learners to read and spell the key words on the board. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B1.6.1.1.1. | | |
| **Performance Indicator** | | Learners can Identify the Presidents Ghana has had since 1960 | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to name the  presidents of Ghana since 1960.  Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure.  e.g. *Fred Akuffo and Flt. Jerry John Rawlings*  Match pictures of Ghana’s presidents with their names. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board. |
|  | Teacher writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Guide learners to name the  presidents of Ghana since 1960.  e.g. *Dr. Hilla Limann and John Agyekum Kuffour*  Using pictures and charts, learners talk about the eighth and nineth President of the country and dates of tenure.  Match pictures of Ghana’s presidents with their names. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.3.4. B1.1.3.5. | | |
| **Performance Indicator** | | Learners can plan for a display of own visual artworks | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Displaying and Sharing | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, other materials  available in the community | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Show pictures and videos of  the artwork to exhibit.  Engage learners to sing songs about work. | | Guide learners to plan an  arrangement of own artworks to share, educate and inform the public on topical issues of the local community.  Learners should select a theme for their art. E.g. go green or save trees.    Learners should plan their art in a sketch form. | Teacher moves round the  class to monitor the progress of learners in their sketches.  Encourage learners to come out with good sketches.  Give out manual invitations cards to learners to be given to their parents. |
|  | Show pictures and videos of  the artwork to exhibit.  Engage learners to sing songs about work. | | Organize a place for the exhibition.  Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.  Evaluate individual art and allow pupils to talk about them in the form of appraisal.  Discuss the moral lessons in the song. | Appreciate and thank  parents for their presence.  Let learners organize themselves to clean up the place after the exhibition. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 58 | | |
| **Learning Indicator(s)** | | B1.6.2.1.1 | | |
| **Performance Indicator** | | Learners can read simple sentences of about three to four words. | | |
| **Strand** | | Extensive Reading | | |
| **Sub strand** | | Reading Aloud | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to sing songs  and recite rhymes **Round and Round the Garden**  Round and round the garden Like a teddy bear.  One step. Two step, Tickle you under there. | | Write sentences made up of three  or four words on the board.  Lead learner to read the sentences.  Call learners to read the sentences one by one. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Write sentences made up of three  or four words on the board.  Lead learner to read the sentences.  Call learners to read the sentences one by one. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Engage learners to sing songs  and recite rhymes **Hot Cross Buns** Hot cross buns! Hot cross buns!  One ha' penny. Two ha' penny. | | Write sentences made up of three  or four words on the board.  Lead learner to read the sentences.  Call learners to read the sentences one by one. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 15 | | |
| **Learning Indicator(s)** | | B1.5.3.5.3: | | |
| **Performance Indicator** | | Demonstrate non-verbal appreciation. | | |
| **Strand** | | Values And Psycho-Social Concepts, Principles And Strategies | | |
| **Sub strand** | | Group dynamics | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies**: Learners develop skills such as tolerance, empathy, teamwork, fair-play during physical  activity | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Learners demonstrate non-verbal  appreciate to their peers after performing physical activity by clapping.    Clapping does not only appreciate someone but also activates receptors in the large area of the brain which can lead to improvement in one’s health. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |



### SAMPLE LESSON NOTES-WEEK 12

BASIC ONE

# Fayol Inc.

0547824419/0549566881 [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## SCHEME OF LEARNING- WEEK 12 BASIC ONE

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

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| **Week Ending** | |  | | | | | | |
| **Class** | | One | | | | | | |
| **Subject** | | **ENGLISH LANGUAGE** | | | | | | |
| **Reference** | | English Language curriculum Page | | | | | | |
| **Learning Indicator(s)** | | B1.1.10.1.3. | | B1.2.9.1.2. | B1.4.12.1.1. | B1.5.10.1.2. | | B1.6.1.1.1. |
| **Performance Indicator** | | 1. Learners can speak with confidence before different audiences, 2. Learners can recognize one hundred and twenty sight words including content words 3. Learners can use words and simple sentences to describe self 4. Learners can fill in blank spaces in simple words 5. Learners can read a variety of age – appropriate books and texts from print. | | | | | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards and a class library | | | | | | |
| **Core Competencies:** Reading and Writing Skills Personal Development and Leadership and Collaboration | | | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** | |
| Monday | Gather 10 objects that can be  found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute.  Ask learners to write down as many items they remember on a piece of paper. | | A.**ORAL LANGUAGE**  (*Presentation*)  Have learners draw members of their nuclear family.  Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. | | | | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson | |
|  |  | | Use probing questions to have learners talk more about their family members.  e.g. i. Who is this one?  ii. Why did you draw him or her first? | | | |  | |
|  |  | | Encourage shy learners to speak. | | | |  | |
| Tuesday | Write a simple word vertically  on the board . E.g. P  E N  Invite learners to come up with a word starting with each letter of the vertical word. | | B.**READING**  (*Fluency*)  Have learners go over the sight words they have learnt  during the period. | | | | Give learners task to  complete while you go round the class to support those who might need extra help. | |
|  | Let learners echo-read simple texts.  Let learners play vocabulary games for vocabulary consolidation,  e.g. Lucky Dip game, Pick and Say, Word Hunt. | | | | Have learners to read and spell some of the keywords in the lesson | |

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|  |  | Have learners make simple  meaningful sentences with the sight words. |  |
| Wednesday | Have learners sing songs and  recite familiar rhymes  MINGLE MINGLE   * Mingle, mingle – mingle 2x Two mingle (2 come together) * Mingle, mingle – mingle 2x Three mingle (3 come together) * Mingle, mingle – mingle 2x four mingle (4 come together) | C.**WRITING**  (*Descriptive Writing*) Model describing yourself in 2-3 simple sentences using simple descriptive words.  Write some descriptive words and discuss them with learners.  Through questions, have pairs of learners describe themselves to each other.  e.g. What is your name?  - My name is.................... How  old are you?  - I am ...............................  Assist learners to write out their sentences. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Thursday | Write a simple word vertically  on the board . E.g. P  E N  Invite learners to come up with a word starting with each letter of the vertical word. | D.**WRITING CONVENTIONS**  **& GRAMMAR USAGE**  (*Spelling*)  Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words. | Give learners task to  complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson |
| Friday | Have a variety of age  appropriate books for learners to make a choice from. | E.**EXTENSIVE READING**  Using book tease or book talk, introduce the reading/ library time.  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. | Have learners to read and  spell the key words on the board  Learners to draw parts of the story they read |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **MATHEMATICS** | | |
| **Reference** | | Mathematics curriculum Page 18 | | |
| **Learning Indicator(s)** | | B1.4.1.1.2 | | |
| **Performance Indicator** | | Organize a given set of data into three categories, find the total number of  data points and determine how many are in each category and compare the number in any two category | | |
| **Strand** | | Data | | |
| **Sub strand** | | Data Collection And Organization | | |
| **Teaching/ Learning Resources** | | Class registers, school based assessment | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Have a picture of learners in front of the  class and ask the learners to use two different objects to represent the number of males and females.    Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.    Assessment: let learners solve several examples | Ask learners to tell you what  they have learnt  Give learners individual or home task |
| Tuesday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Bring a picture of animals in front of the  class and ask the learners to use two different objects to represent the number of males and females  Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block. | Ask learners to tell you what  they have learnt  Give learners individual or home task |
| Wednesday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Bring a picture of objects in front of the  class and ask the learners to use two different category to represent the number of natural and man-made. | Ask learners to tell you what  they have learnt  Give learners individual or home task |

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| Boys | Girls |
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|  |  | Let learners represent the number of natural items with a yellow Lego block, and represent the number of man-made items with a green Lego block.    Assessment: let learners solve several examples |  |
| Thursday | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | Using the scenario in day one lesson, let  learners solve simple problems (i.e. how many altogether, how many more or less).  In the example, there were four boys and two girls in the picture, 4 boys and 2 girls. Altogether there are 6 pupils in the picture.  Let learners use the Lego blocks to demonstrate this fact. | Ask learners to tell you what  they have learnt  Give learners individual or home task |
| Friday | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | Using the scenario in day three lesson,  let learners solve simple problems (i.e. how many altogether, how many more or less).  In the example, there were six natural items and six man-made items in the picture, 6 natural items and 6 man-made items. Altogether there are 12 items in the picture.  Let learners use the Lego blocks to demonstrate this fact. | Ask learners to tell you what  they have learnt  Give learners individual or home task |

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| Natural items | Man-made items |
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| **Week Ending** | |  | | | | |
| **Class** | | One | | | | |
| **Subject** | | **SCIENCE** | | | | |
| **Reference** | | Science | | curriculum | Page 34 |  |
| **Learning Indicator(s)** | | B1.5.4.1.1 | | | | |
| **Performance Indicator** | | Describe the conditions of the weather | | | | |
| **Strand** | | Humans And The Environment | | | | |
| **Sub strand** | | Climate Change | | | | |
| **Teaching/ Learning Resources** | | Pictures depicting rainy, windy, sunny and cloudy conditions | | | | |
| **Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | | | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Take learners out to observe the  weather and talk about whether they feel hot or cold.  Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy.  Show pictures or videos of different weather conditions and activities people do under different weather conditions. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to talk about other  weather conditions, e.g. rainy, windy, sunny and cloudy.  Show pictures or videos of different weather conditions and activities people do under different weather conditions. | | | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play a game of “I spy” with  learners using riddles that describes the relative position of various object,  e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Learners talk about what they  observe during different weather conditions: rainy, windy, sunny and cloudy.  Let learners sing songs on the weather, e.g. rain, rain go away.  Act a play on the lesson taught. | | | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | | |
| **Reference** | | OWOP curriculum Page 17 | | |
| **Learning Indicator(s)** | | B1.5.4.1.1. | | |
| **Performance Indicator** | | Identify technology tools in communication | | |
| **Strand** | | My Global Community | | |
| **Sub strand** | | Technology In Communication | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play a game of “I spy” with  learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Learners in groups talk about  technology tools used for communication e.g. gong gong, drums, bells.  Learners draw and color drums, bells, gong gong to assemble people. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Learners in groups talk about  technology tools used for communication e.g. mobile vans, and community information centers.  Learners draw and color mobile vans, and community information centers to assemble people. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Play a game of “I spy” with  learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc. | | Learners in groups talk about  technology tools used for communication e.g. mobile vans, and community information centers.  Learners draw and color mobile vans, and community information centers to assemble people. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | | |
| **Reference** | | RME curriculum Page 5 | | |
| **Learning Indicator(s)** | | B1.4.1.1.2 | | |
| **Performance Indicator** | | Explain the role of the community in the upbringing of its members. | | |
| **Strand** | | The Family and the Community | | |
| **Sub strand** | | Roles and relationships | | |
| **Teaching/ Learning Resources** | | Wall charts, wall words, posters, video clip, etc. | | |
| **Core Competencies:** Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Review learners understanding  in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson. | | Let learners, in groups, talk  about the role of the community in the upbringing of its members through discipline.  Let learners dramatize or role- play the roles of members of the community in the upbringing of its members through discipline. | Ask learners series of  questions to review their understanding of the lesson  Learners to read and spell the key words on the board. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **HISTORY** | | |
| **Reference** | | History curriculum Page | | |
| **Learning Indicator(s)** | | B1.6.1.1.1. | | |
| **Performance Indicator** | | Learners can Identify the Presidents Ghana has had since 1960 | | |
| **Strand** | | Independent Ghana | | |
| **Sub strand** | | The Republics | | |
| **Teaching/ Learning Resources** | | Pictures, Charts, Video Clips | | |
| **Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners  to become critical thinkers and digital literates | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Play games and recite rhymes  that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson. | | Guide learners to name the  presidents of Ghana since 1960.  Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure.  e.g. *Fred Akuffo and Flt. Jerry John Rawlings*  Match pictures of Ghana’s presidents with their names. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board. |
|  | Teacher writes and lets students  see the answer on the board, perhaps a picture of object on the board.  The students must come up with questions in which the answer could be the object on the board. | | Guide learners to name the  presidents of Ghana since 1960.  e.g. *Dr. Hilla Limann and John Agyekum Kuffour*  Using pictures and charts, learners talk about the eighth and nineth President of the country and dates of tenure.  Match pictures of Ghana’s presidents with their names. | Ask learners series of  questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **CREATIVE ARTS** | | |
| **Reference** | | Creative Arts curriculum Page | | |
| **Learning Indicator(s)** | | B1.1.4.6 B1.2.4.7 | | |
| **Performance Indicator** | | Learners to use the agreed guidelines to examine and derive meaning  from own displayed artworks. | | |
| **Strand** | | Visual Arts & Performing Arts | | |
| **Sub strand** | | Appreciating and Appraising | | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colors and traditional art tools, | | |
| **Core Competencies:** Decision Making Creativity, Innovation Communication Collaboration Digital Literacy | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners to play games  and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers | | Let learners use their senses to  appreciate and appraise their own artworks.  Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot  Theme: *Unity*  Subject matter:  *Historical*  Media: *Clay*  Techniques: *coiling method*  Uses: *for fetching and storing water* Future modification: *addition of handles* | Assessment: Present  learners with different artworks for them to use the guidelines in appreciating and appraising.  Summarize lesson activities with learners. |
|  | Engage learners to play games  and sing songs to begin the lesson.  Review learners understanding in the previous lesson using questions and answers | | Performing artworks include  dance, music and drama.  Let learners use their senses to appreciate and appraise their own artworks.  Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance    Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance. | Review the lesson activities  through questions and answers. |



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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **GHANAIAN LANGUAGE** | | |
| **Reference** | | Ghanaian Language curriculum Page 58 | | |
| **Learning Indicator(s)** | | B1.6.2.1.1 | | |
| **Performance Indicator** | | Learners can read simple sentences of about three to four words. | | |
| **Strand** | | Extensive Reading | | |
| **Sub strand** | | Reading Aloud | | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| **Core Competencies:** Creativity and innovation, Communication and collaboration, Critical thinking | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Write words on th board and  cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Write sentences made up of  three or four words on the board.  Lead learner to read the sentences.  Call learners to read the sentences one by one. | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |
|  | Have learners play games and  recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson | | Write sentences made up of  three or four words on the board.  Lead learner to read the sentences.  Call learners to read the sentences one by one. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |
|  | Draw or print pictures of  vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them. | | Write sentences made up of  three or four words on the board.  Lead learner to read the sentences.  Call learners to read the sentences one by one. | Ask learners to summarize  what they have learnt.  Let learners say 5 words they remember from the lesson. |

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| **Week Ending** | |  | | |
| **Class** | | One | | |
| **Subject** | | **PHYSICAL EDUCATION** | | |
| **Reference** | | PE curriculum Page 15 | | |
| **Learning Indicator(s)** | | B1.5.4.5.4 | | |
| **Performance Indicator** | | Demonstrate how to solve a problem with another person during physical  activity. | | |
| **Strand** | | Values And Psycho-Social Concepts, Principles And Strategies | | |
| **Sub strand** | | Critical thinking | | |
| **Teaching/ Learning Resources** | | Pictures and Videos | | |
| **Core Competencies:** Learners develop social skills such as tolerance, sympathy, teamwork, fair-play | | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For Learning)** | | **PHASE 2: MAIN** *40MINS*  **(New Learning Including Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Write words on th board and  cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson | | Learners to solve their  disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson | Ask learners questions to  review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help. |