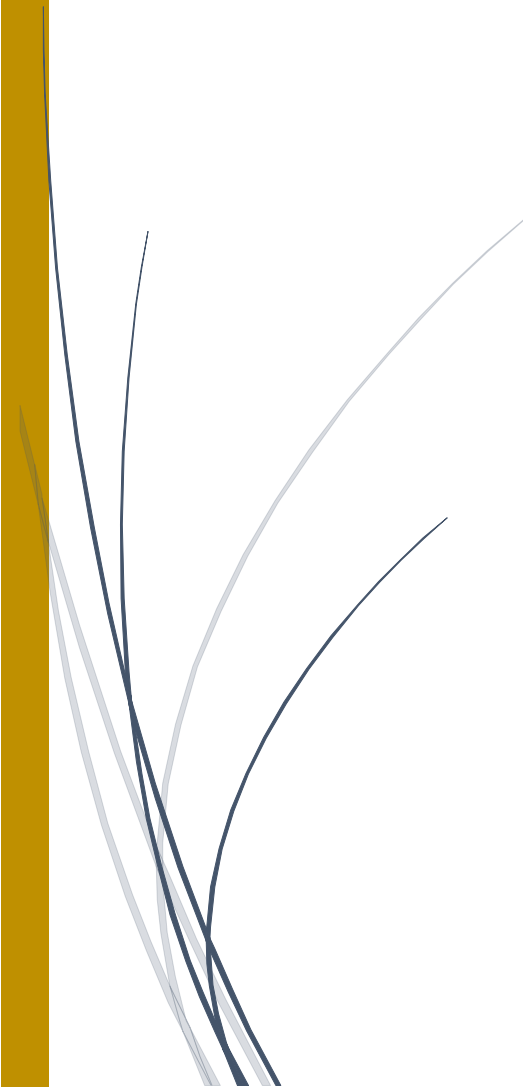


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SAMPLE LESSON NOTES-WEEK I
BASIC ONE

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SCHEME OF LEARNING- WEEK I

BASIC ONE

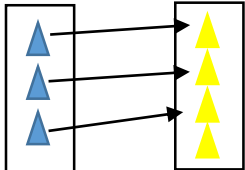
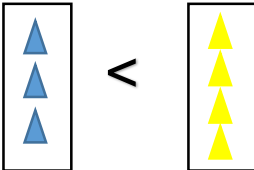

Name of School.....

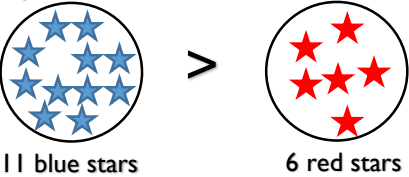
Week Ending	
Class	One
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	BI.1.7.1.4. BI.2.7.1.3. BI.4.5.1.2. BI.5.7.1.1. BI.6.1.1.1.
Performance Indicator	A. Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) B. Learners can retell level-appropriate texts in own words C. Learners can write simple familiar words D. Learners can identify and use prepositions in oral and written language to indicate position E. Learners can read a variety of age – appropriate books and texts from print
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	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 act 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: <i>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.</i> Use the Simple Herring Bone strategy to guide learners to retell the story in their own words. <i>i. who was the gift from? ii. What color is the dress? iii. Where was it hidden?</i>	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














<p>Wednesday</p>	<p>Engage learners in the “Change your style” game</p> <p>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.</p>	<p>C. WRITING (Writing simple sentence Pg.32)</p> <p>Tell learners story about two best friends.</p> <p>Write few sentences from the story on the board. e.g.</p> <p><u>Dave and Ava are best friends</u></p> <p>let learners write the sentences in their workbooks paying attention to clarity and eligibility.</p> <p>Let learners do peer editing.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
<p>Thursday</p>	<p>learners sing songs and recite familiar rhymes</p> <p><u>"A Wise Old Owl"</u> 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?</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions. Page 36)</p> <p>Engage learners to play the classroom ghost game.</p> <p>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.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
<p>Friday</p>	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Learners to draw parts of the story they read</p>

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 5
Learning Indicator(s)	BI.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	

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	<p>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.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>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;</p> <p>e.g.</p>  <p><i>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.</i></p> <p>Learners to describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to</p> 	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Tuesday	<p>Learners to play the “Ten green bottles sitting on the wall” game.</p> <p>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.</p>	<p>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;</p> <p>e.g.</p>  <p>11 blue stars 6 red stars</p> <p><i>The number of blue stars are more than or greater than the number of red stars.</i></p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

	<p>They will have to fall down one by one until all of them will lay down, each time they say the verse</p>	<p><i>Alternatively the number of red stars are less than the number of blue stars.</i></p> <p>learners to describe the relationship between the two groups or numerals using the terms greater than, less than, or equal to.</p>  <p>11 blue stars 6 red stars</p>	
Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Guide learners to build up groups of objects that has more than, less than, or the same number as a given set.</p> <p>Put learners into groups, and share to the groups equal number of counters, model shapes and other learning materials.</p> <p>Task them to build up groups of objects that has more than, less than, or the same number as a given set</p> <p>Let them describe the relationship between the sets by matching or counting</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Thursday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board.</p>	<p>Demonstrate an understanding of the relative size of numbers up to 100 by:</p> <ul style="list-style-type: none"> - 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) 	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Friday	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair.</p> <p>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</p>	<p>Demonstrate an understanding of the relative size of numbers up to 100 by:</p> <ul style="list-style-type: none"> - Place given numerals between 0 and 50 on a number line that has 0, 5 10 and 20 indicated as benchmarks - 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?) 	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

Week Ending	
Class	One
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	BI.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	

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)										
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Display real objects or pictures of electronic devices such as mobile phones, wrist watches, cameras and torches.</p>  <p>Let learners identify the devices displayed.</p> <p>Let learners relate to some of the items and tell other examples of electronic devices in their homes.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>										
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Engage learners in an activity to match the devices with their uses.</p> <table border="1"> <thead> <tr> <th>Devices</th> <th>Uses</th> </tr> </thead> <tbody> <tr> <td></td> <td>We use wrist watch in telling the time</td> </tr> <tr> <td></td> <td>Torches produces light and help us to see in the dark.</td> </tr> <tr> <td></td> <td>We play games, watch videos, learn with the laptop computer.</td> </tr> <tr> <td></td> <td>We use the video camera to take pictures</td> </tr> </tbody> </table>	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	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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												

		<p>Let learners think of other devices and tell their uses.</p> <p>Assist learners to model any one electronic device of their choice using appropriate materials. (Blu tack, clay or cardboard).</p>	
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Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 14		
Learning Indicator(s)	BI.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			
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 Engage learners to play games and sing songs to begin the lesson.	In small groups and using pictures, engage learners to discuss how we get energy from sun, wind, firewood, charcoal, kerosene and gas (LPG) etc. Let learners talk about the uses of energy, e.g. cooking, smoking and drying of food items.	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 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

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			
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)
	<p>Let learners sing religious songs they are familiar with.</p> <p>Have learners to summarize what they learnt during their previous Sunday school church service.</p>	<p>Lead learners to talk about the moral lessons they have learnt from the discussions about Jesus Christ. <i>e.g. obedience; commitment; patience, leadership, sacrifice, courageous, humble, selfless, trustworthy, kind, gentle etc.</i></p> <p>Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.</p> <p>Let learners dramatize the moral lives of the religious leaders.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page 7
Learning Indicator(s)	BI.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

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)																
	<p>Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana. Example: Who is the president of Ghana?</p> <p>When did Ghana gained her independence?</p>	<p>Using the community circle time, discuss with learners how people of old Ghana lived.</p> <p>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.</p> <p>Call learners in turns to recall parts of the history that interest them most.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>																
	<p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p>	<p>Using the globe, let learners explore the continents in the world.</p> <p>There are seven continents in the world. These are Europe, Asia, North America, South America, Australia, Africa, Antarctica.</p> <p>Let learners identify some countries of these continents</p> <table border="1"> <thead> <tr> <th>Continents</th> <th>Countries</th> </tr> </thead> <tbody> <tr> <td>Europe</td> <td>Britain, Portugal, France etc.</td> </tr> <tr> <td>Asia</td> <td>Israel, India, japan, etc.</td> </tr> <tr> <td>North America</td> <td>Canada, Cuba, etc.</td> </tr> <tr> <td>South America</td> <td>Brazil, Peru, Chile, etc.</td> </tr> <tr> <td>Australia</td> <td>Australia, new Zealand, etc.</td> </tr> <tr> <td>Africa</td> <td>Ghana, Togo, etc.</td> </tr> <tr> <td>Antarctica</td> <td>No countries</td> </tr> </tbody> </table>	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	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Continents	Countries																		
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Antarctica	No countries																		

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI. 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			
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)
	<p>Learners sing song and recite rhymes about work.</p> <p>Show pictures of wood carvings for learners to observe and talk about them</p> 	<p>Learners to talk about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</p> <p>Engage learners with some background stories of towns and artworks they are associated with.</p> <p><u>AHWIAA WOOD CARVINGS</u> 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.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Have learners to draw any wood carvings they have come across before.</p>
	<p>Learners sing song and recite rhymes about work.</p> <p>Show pictures of earthenware for learners to observe and talk about them</p>	<p>Let learners look at pictures of different wood carvings and other artworks(what is applicable in your community)</p> <p>Take learners on a field trip to observe the making of any wood carvings.</p> <p>Assessment: call learners in turns to talk about how a name wood carving is made. e.g. a traditional stool</p> 	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>

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			
DAYS	PHASE I: 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.	Tell learners an interesting story. Lead learners through discussion to tell them what the story is about. 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.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into groups Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them. Invite one person from each group to write their answers on the board	Tell learners an interesting story. Lead learners through discussion to tell them what the story is about. 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.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

	<p>Engage learners to play the crossword game</p> <p>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.</p>	<p>Tell learners an interesting story.</p> <p>Lead learners through discussion to tell them what the story is about.</p> <p>Ask learners questions about the story and let them answer.</p> <p>Write some of the key words in the story on the board and some of the answers also on the board.</p> <p>Read them aloud for learners. E.g. What is the story about? Mention a character in a story.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
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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			
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)
	<p>Lead learners through warm-ups activities.</p> <p>Show learners pictures of videos depicting the skills to be learnt.</p>	<p>Arrange cones in a straight line after warm-ups.</p> <p>Place a ball about 50cm in front of the first cone.</p> <p>Move the ball through the cones with the hands and later with the feet by making slow and continuous push in a serpentine movement.</p> <p>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.</p>	<p>Organize mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery.</p> <p>Let learners cool down to end the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 2
BASIC ONE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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SCHEME OF LEARNING- WEEK 2

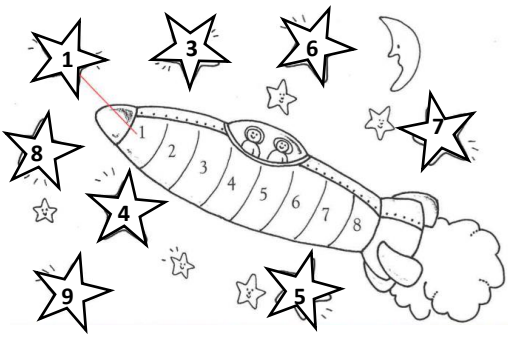
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Name of School.....


Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.8.1.1. BI.2.7.2.1. BI.4.5.1.2. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering yes/no questions</p> <p>B. Learners can demonstrate understanding of the purpose and features of narrative texts</p> <p>C. Learners can write simple familiar words</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
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	<p>Draw or print pictures of some common sight words with numbers on them and stick them on the classroom wall.</p> <p>Have learners to make a list of the words.</p> <p>They can do it in groups and within a given time to create competition.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (<i>Asking and Answering Questions. Pg 13</i>)</p> <p>Demonstrate Yes/No questions and their responds.</p> <p>Drill learners on the questions and responses.</p> <p>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.</p>	<p>Have learners answer with YES/NO.</p> <ol style="list-style-type: none"> 1. Do you like rice?..... 2. Have you eaten?..... 3. Did you bath?..... 4. Does it often rain here?..... 5. Has he ever been beaten?..... 6. Is he a man?.....
Tuesday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p><u>ONE LITTLE FINGER</u> 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!</p> <p>(<i>continue by pointing to other parts of the body</i>)</p>	<p style="text-align: center;">B. READING (<i>Comprehension. Pg 25</i>)</p> <p>Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts.</p> <p>Have learners identify the different purposes in different narrative texts read/heard.</p> <p>Have them identify the features of given texts in pairs or in groups.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Let learners act part of the story playing the roles of their favorite characters.</p> <p>Have learners to read and spell the key words on the board</p>
Wednesday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p>One potato, two potatoes</p>	<p style="text-align: center;">C. WRITING (<i>Writing Simple Sentences. Pg32</i>)</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p>


	<p>One potato, two potatoes, three potatoes, four!</p> <p>Five potatoes, six potatoes, seven potatoes, more!</p>	<p>Let learners mention their favorite dishes or food.</p> <p>Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.</p> <p>Let learners mention the ingredients as teacher writes them on the board.</p> <p>Let them then work as individuals, choose their own special food or dish and write the ingredients.</p> <p>Let learners do peer editing.</p>	<p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Engage learners to the “alphabet game”</p> <p>Have learners to finds propositions that start with the first letters of the alphabets.</p> <p>A → above</p> <p>B → Behind</p> <p>C → ?</p> <p>D → ?</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions. Page 36)</p> <p>Engage learners to play the classroom ghost game.</p> <p>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.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Clap Hands Clap hands, clap hands, Till father comes home, For fathers got money, But mothers got none.</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>


Week Ending			
Class		One	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 8	
Learning Indicator(s)		BI.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			
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	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Write addition and subtraction problems e.g. $2 + 3 = 5$ $20 - 8 = 12$</p> <p>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? E.g.2 $20 - 8 = 12$ There are 20 crayons in a box. Henry takes 8 crayons. How many are left?</p> <p>Guide learners to solve the addition and subtraction problems</p> <p>Assessment: Have learners to solve several examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Tuesday	<p>Have learners to determine the next pattern</p> <p>1. </p> <p>2. </p> <p>3. </p>	<p>Write addition and subtraction problems. e.g. $8 + 5 = 13$ $18 - 10 = 8$</p> <p>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.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>


		<p>Guide learners to solve the addition and subtraction problems</p> <p>Assessment: Have learners to solve several examples.</p>	
Wednesday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p><u>WE SHALL HAMMER</u></p> <ul style="list-style-type: none"> •We shall hammer with one 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. <p>(continue to any desired number)</p>	<p>Write addition and subtraction problems, e.g. $13 + 5 = 18$ $16 - 5 = 11$</p> <p>Learners in their groups discuss and generate word problems to match the number sentences.</p> <p>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?</p> <p>E.g.2 $16 - 5 = 11$ There are 16 tickets available for a movie. 5 tickets are given out. How many tickets are left?</p> <p>Guide learners to solve the addition and subtraction problems</p> <p>Assessment: Have learners to solve several examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Thursday	<p>Have learners to make number patterns in the air as you mention them.</p> <p>Increase the pace as learners progress.</p>	<p>Guide learners to name numbers that is 1 more and 1 less.</p> <p>Engage learners in activities that will give them exposure to add 1 more or 1 less,</p> <p>Example: Draw a line to add 1 to each number on the rocket</p>  <p>Assessment: Have learners to solve several examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Friday	<p>Have learners to count the animals, draw dots and write the number.</p>	<p>Guide learners to name numbers that is 2 more and 2 less.</p> <p>Engage learners in activities that will give them exposure to add 1 more or 1 less,</p> <p>Example:</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>






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




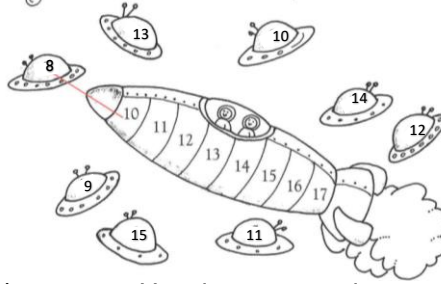









Draw a line to deduct 2 to each number on the rocket



Assessment: Have learners to solve several examples.

Week Ending	
Class	One
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	BI.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

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)
	<p>Show learners pictures and let them describe the actions in each picture.</p> 	<p>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</p> <p>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</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Have learners to draw any 2 activities that involve pushing or pulling of objects.</p> <p>Let them share their drawings with their friends</p>	<p>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.</p> <p>Let them discuss other actions that will cause objects to move.</p> <p>Guide learners to brainstorm on why the pushed objects move</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Have learners to draw any 2 activities that involve pushing or pulling of objects.</p> <p>Let them share their drawings with their friends</p>	<p>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</p> <p>Engage children in drawing activities involving pushing and pulling e.g. a friend pushing an object</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>



Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 14		
Learning Indicator(s)	BI.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			
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.	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 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.	In small groups and using pictures, engage learners to discuss how we get energy from sun, wind, firewood, charcoal, kerosene and gas (LPG) etc. Let learners talk about the uses of energy, e.g. cooking, smoking and drying of food items.	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 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

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 4		
Learning Indicator(s)	BI.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			
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)
	<p>Let learners sing religious songs they are familiar with.</p> <p>Have learners to summarize what they learnt during their previous Sunday school church service.</p>	<p>Lead learners to talk about the moral lessons they have learnt from the discussions about the prophet Mohammed.</p> <p>Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.</p> <p>Let learners dramatize the moral lives of the religious leaders.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page 7
Learning Indicator(s)	BI.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

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)																		
	<p>Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana. Example: Who is the vice president of Ghana?</p> <p>When did Ghana gained her independence?</p>	<p>Revise with learners the meaning of the word Europeans.</p> <p>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.</p> <p>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</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>																		
	<p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p>	<p>Learners to Identify the European countries whose citizens came and settled in Ghana. e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands</p> <table border="1" data-bbox="727 1623 1084 1864"> <thead> <tr> <th>Countries</th> <th>Citizens</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> </tr> <tr> <td>Britain</td> <td>British</td> </tr> <tr> <td>France</td> <td>French</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> </tr> <tr> <td>Germany</td> <td>Germans</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> </tr> <tr> <td>Norway</td> <td>Norwegians</td> </tr> <tr> <td>Netherlands</td> <td>Dutch</td> </tr> </tbody> </table>	Countries	Citizens	Portugal	Portuguese	Britain	British	France	French	Sweden	Swedes	Germany	Germans	Denmark	Danes	Norway	Norwegians	Netherlands	Dutch	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
Countries	Citizens																				
Portugal	Portuguese																				
Britain	British																				
France	French																				
Sweden	Swedes																				
Germany	Germans																				
Denmark	Danes																				
Norway	Norwegians																				
Netherlands	Dutch																				

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI 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			
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)
	<p>show pictures of people performing the Kpatsa dance to learners'</p> <p>let learners observe and talk about the pictures</p> 	<p>Guide Learners to brainstorm on performing artworks that are produced or performed by people in other parts of Ghana.</p> <p>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.</p> <p>Guide learners to identify the props, costumes, instruments and elements, , used in performing the "Kpatsa" dance;</p> 	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	<p>Learners observe and appreciate the performance of others</p>

Week Ending			
Class	One		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.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			
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)
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Engage a learner in a conversation using the question words “who” and “what.”</p> <p>Let learners also converse in pairs using the question tags “who” and “what.”</p> <p>Ask learners questions to find out if they can recognize when to use question word. E.g. “What?” and “who?”.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Use questions and answers to review the previous lesson</p> <p>Learners to sing songs and recite rhymes</p>	<p>Engage a learner in a conversation using the question word “who” and “what.”</p> <p>Let learners also converse in pairs using the question words / tags “who” and “what.”</p> <p>Ask learners questions to find out if they can recognize when to use question word. “What?” and “who?”.</p> <p>Ask learners to say a sentence each using the question words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Use questions and answers to review the previous lesson</p> <p>Learners to sing songs and recite rhymes</p>	<p>Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.”</p> <p>Ask learners questions to find out if they can recognize when to use question tags. “what?”, “who?”, “where” and “when”.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Ask some learners to write some questions consisting of the question words on the board.</p> <p>Ask another learner to read and identify the question words.</p>	
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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			
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.

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SAMPLE LESSON NOTES-WEEK 3
BASIC ONE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 3












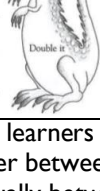
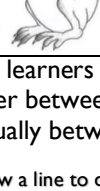


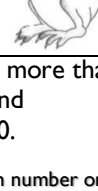
BASIC ONE

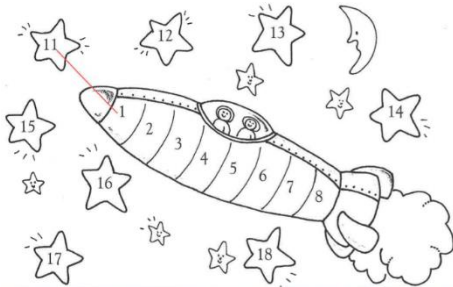
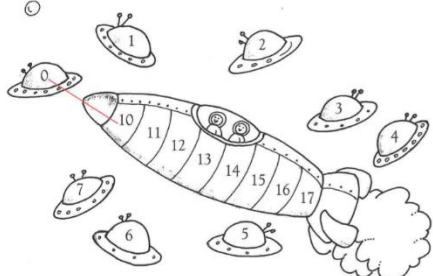
Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.8.1.2. BI.2.7.2.2. BI.4.5.1.3. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can describe characters and their actions in a story</p> <p>C. Learners can use basic descriptive words in writing simple sentence</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
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	<p>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.</p> <p>Put learners in groups and ask them to make a list of the words. The group with the most words wins.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Asking and Answering Questions. Pg 13)</p> <p>Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. i. <i>Should I clean the board?</i> ii. <i>Is that your chair?</i> iii. <i>Do you have a pencil in your bag?</i></p> <p>Introduce Wh- questions in context. e.g. i. <i>What is this?</i> ii. <i>What is your name?</i> iii. <i>How old are you?</i> iv. <i>How are you?</i></p> <p>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.</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Have learners to the alphabet song and dance to it.</p> <p>Have them perform the action for each letter sound.</p>	<p style="text-align: center;">B. READING (Comprehension. Pg 25)</p> <p>Using a conversational poster, tell learners a story.</p> <p>Use the KWL strategy to ensure that learners keep track of the story.</p>	<p>Using guided questions, have learners answer some questions based on the story read.</p> <p>Have learners summarize the story orally in pairs.</p>

		Put learners in groups to identify and describe characters and their actions in stories read.	
Wednesday	<p>Have learners spell two letter words in their books or orally.</p> <p>Write all the words on the board for learners to read and spell the aloud.</p>	<p>C.WRITING (<i>Writing Simple Sentences. Pg32</i>)</p> <p>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</p> <p>Let learners tell the sizes, shapes and colors of the objects. Explain simply to them that the words talk about objects.</p> <p>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. i. <i>My classroom is big.</i> ii. <i>The board is long and white.</i> iii. <i>The doors and windows are big.</i></p> <p>Encourage learners to write two or more simple sentences each about objects they see in the classroom.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>
Thursday	<p>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.</p>	<p>D.WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple Prepositions. Page 36</i>)</p> <p>Engage learners to play the classroom ghost game.</p> <p>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.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board</p> <p>Learners to draw parts of the story they read</p>


Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 8
Learning Indicator(s)	BI.1.2.3.1
Performance Indicator	Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10.
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	

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	<p>Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be.</p> <p>Let learners paste their drawings on the classroom wall to create a gallery.</p>	<p>Guide learners to name the double of a number up to 10</p> <p>Play the number doubles game with learners. Call out a number between 1 and 10. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.</p> <p>Engage learners in other activities for them to determine the doubles of numbers up to 10.</p>	<p>Have learners to find the missing numbers</p> <p>Double of <input type="text" value="4"/> is 8</p> <p>Double of <input type="text"/> is 18</p> <p>Double of <input type="text"/> is 12</p> <p>Double of <input type="text"/> is 20</p> <p>Double of <input type="text"/> is 6</p>
Tuesday	<p>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  square </div> <div style="text-align: center;">  circle </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  rectangle </div> <div style="text-align: center;">  triangle </div> </div>	<p>Guide learners to name the double of a number up to 10</p> <p>Have learners to write the doubles of the following numbers</p> <p style="text-align: center;">Write the missing numbers.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>3 →  Double it <input type="text" value="6"/></p> <p>5 →  Double it <input type="text" value="10"/></p> <p>8 →  Double it <input type="text" value="16"/></p> </div> <div style="text-align: center;"> <p>6 →  <input type="text"/></p> <p>10 →  <input type="text"/></p> <p>1 →  <input type="text"/></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>2 →  <input type="text"/></p> <p>9 →  <input type="text"/></p> <p>4 →  <input type="text"/></p> </div> <div style="text-align: center;"> <p>7 →  <input type="text"/></p> <p>11 →  <input type="text"/></p> <p>0 →  <input type="text"/></p> </div> </div>	<p>Have learners to find the missing numbers.</p> <p>Double of <input type="text" value="4"/> is 8</p> <p>Double of <input type="text"/> is 14</p> <p>Double of <input type="text"/> is 2</p> <p>Double of <input type="text"/> is 10</p> <p>Double of <input type="text"/> is 4</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five</p>	<p>Guide learners to identify 10 more than a number between 0 and 20, and eventually between 0 and 100.</p> <p>Draw a line to deduct 10 to each number on the rocket</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>

	<p>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</p>		<p>Give remedial learning to those who special help.</p>																												
<p>Thursday</p>	<p>Let learners fill in the missing the boxes</p> <table border="1" data-bbox="332 546 617 777"> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> <td>8</td> </tr> <tr> <td>9</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td></td> <td>12</td> <td></td> <td>14</td> </tr> <tr> <td>15</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>19</td> <td></td> <td>21</td> </tr> <tr> <td>22</td> <td></td> <td>24</td> <td></td> </tr> </table>	1	2	3			6		8	9		11			12		14	15		16			19		21	22		24		<p>Guide learners to identify 10 less than a number between 0 and 20, and eventually between 0 and 100.</p> <p>Draw a line to deduct 10 to each number on the rocket</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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<p>Friday</p>		<p>Guide learners to identify combinations of numbers. E.g. what two number combinations will give a results of 5. = 1 + 4 = 2 + 3</p> <p>e.g. What three number combinations will give a results of 10. = 1 + 6 + 3 = 3 + 4 + 3</p> <p>Learners to find the missing numbers in a box. e.g. $4 + \square = 5$ $6 + \square = 10$</p> <p>$2 + \square = 10$ $3 + \square = 5$</p>	<p>Have learners to find the missing numbers,</p> <p>$7 + 4 = \square$</p> <p>$9 + 5 = \square$</p> <p>$9 + 3 = \square$</p> <p>$2 + \square = 5$</p>																												


Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	BI.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			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion</p>	<p>Engage learners in an activity to identify common machines in their homes and school.</p> <p>Assemble simple machines for learners to explore their uses in the home.</p> <p>Help learners to demonstrate the use of the provided machines for undertaking various tasks.eg opening bottles, picking up granules, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Engage learners in the “Jump Counting” game</p> <p>Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!</p>	<p>Elaborate on the importance of such machines on daily living.</p> <p>Summarize learners’ responses by explaining that machines enable work to be done easier and faster.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Let learners sing songs and recite rhymes about machines.</p> <p>Encourage learners to dance with actions whiles singing</p>	<p>Engage learners to draw any of the devices of their choice.</p> <p>Precaution: Knives and other sharp objects should not be used in this lesson.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 15
Learning Indicator(s)	BI.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	

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.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 4		
Learning Indicator(s)	BI.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			
DAYS	PHASE I: 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 put it in their pockets and learn it on their way home.

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 7		
Learning Indicator(s)	BI.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			
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)
	<p>Using questions and answers, review the understanding of the previous lesson.</p> <p>Play games and sing songs and recite rhymes that learners are familiar with.</p>	<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p><u>PORTUGAL</u> 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.</p> <p><u>BRITAIN</u> 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.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Have them summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>
	<p>Have learners to stand in attention position as you lead them to sing the national anthem.</p> <p>You can make it more fun by calling learners in turns to sing the national anthem.</p>	<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p><u>NETHERLAND</u> 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.</p> <p><u>DENMARK</u> 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.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Have them summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.1.2.2.3 BI.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			
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

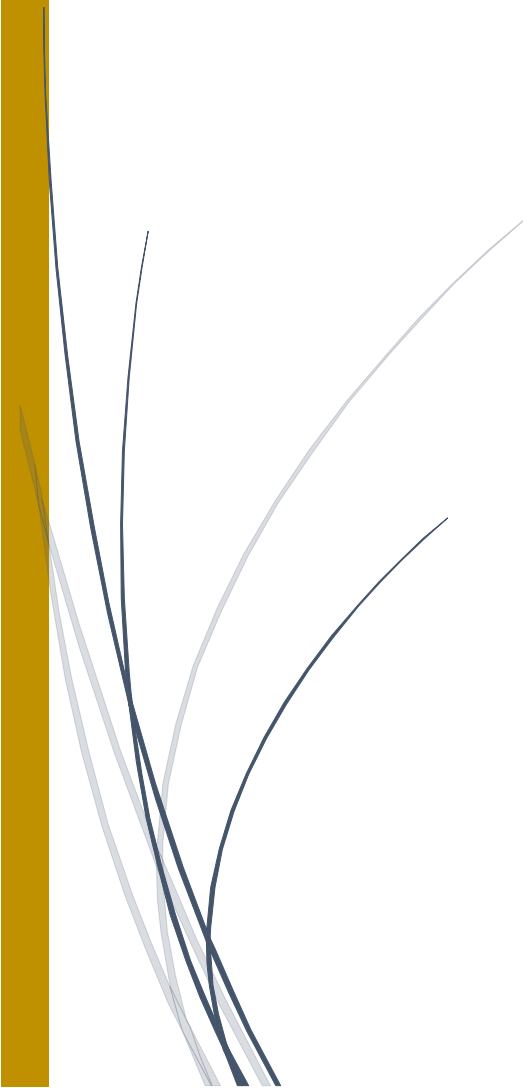
Week Ending	
Class	One
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	BI.1.10.1.1.-2
Performance Indicator	Learners can explain what a command is and respond to four or five commands
Strand	Oral Language
Sub strand	Giving And Following Commands/ Instructions
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

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)
	<p>Share an interesting story with learners about yourself.</p> <p>Call a learner to share his/her story to the whole class.</p>	<p>Write some commands on a flashcard.</p> <p>Lead learners to read the commands on the flashcard.</p> <p>Direct learners to demonstrate the commands they have read.</p> <p>Assist learners to recognize commands. E.g.: Stand up! Sit down! etc.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>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!</p>	<p>Revise the commands with learners.</p> <p>Call learners in pairs and let one issue a command while the other does what the command says.</p> <p>Ask learners to tell you the reaction of the other learner when the command was issued.</p> <p>Let learners know why they should obey commands</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Put learners into pairs.</p> <p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.</p> <p>The other partner have to find out which one is the lie.</p>	<p>Revise the commands with learners.</p> <p>Call learners in pairs and let one issue a command while the other does what the command says.</p> <p>Ask learners to tell you the reaction of the other learner when the command was issued.</p> <p>Let learners know why they should obey commands</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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			
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)
	<p>Show learners pictures or video of students and soldiers marching during an independence day celebration.</p> <p>Encourage learners they can also march like them.</p> <p>Let learners warm up their bodies by jumping and jogging a few distance.</p>	<p>After warm-ups, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.).</p> <p>Emphasis on left foot forward and right arm forward alternated movement.</p> <p>Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.</p> <p>Observe and give corrective feedback.</p> <p>Organize marching and take salute for fun and enjoyment.</p> <p>End the lesson with cool down.</p>	<p>Let learners sing songs and recite some familiar rhymes they know.</p> <p>Learners can dance with actions while singing.</p>

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SAMPLE LESSON NOTES-WEEK 4
BASIC ONE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

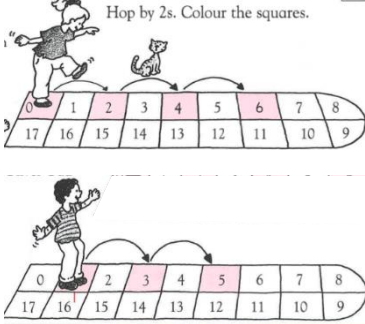
SCHEME OF LEARNING- WEEK 4

BASIC ONE


Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.8.1.2. BI.2.7.2.2. BI.4.5.1.3. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can describe characters and their actions in a story</p> <p>C. Learners can use basic descriptive words in writing simple sentence</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
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	<p>Led learners to recite few rhymes</p> <p><u>Ding Dong Bell</u> 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</p>	<p><u>A. ORAL LANGUAGE</u> (Asking and Answering Questions. Pg 13)</p> <p>Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. i. <i>Should I clean the board?</i> ii. <i>Is that your chair?</i> iii. <i>Do you have a pencil in your bag?</i></p> <p>Introduce Wh- questions in context. e.g. i. <i>What is this?</i> ii. <i>What is your name?</i> iii. <i>How old are you?</i> iv. <i>How are you?</i></p> <p>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.</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p><u>B. READING</u> (Vocabulary)</p> <p>Read an interesting story to learners.</p> <p>Put learners in groups to identify and describe characters and their actions in stories read.</p> <p>Have learners to act parts of the story. Let learners identify their best characters and talk about them.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>




<p>Wednesday</p>	<p>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.</p> <p>This should be time to create competition. The group to make the most list wins.</p>	<p>C. WRITING (<i>Writing simple words and sentence</i>)</p> <p>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</p> <p>Let learners tell the sizes, shapes and colors of the objects. Explain simply to them that the words talk about objects.</p> <p>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.</p> <p>Encourage learners to write two simple sentences each.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>
<p>Thursday</p>	<p>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.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple Prepositions. Page 36</i>)</p> <p>Engage learners to play the classroom ghost game.</p> <p>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.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>
<p>Friday</p>	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending			
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 9		
Learning Indicator(s)	BI.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		
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	<p>Teacher mentions a word, e.g. cat Learners write its rhyming word</p> <p>Engage learners to sing songs and recite familiar rhymes in relation to the lesson</p>	<p>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</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>Engage learners in "counting on" activities</p> <p>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.</p> <p>Guide learners to also use the number line to perform some counting on.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p>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</p>	<p>Learners to use "Making 10s" strategy to solve addition statements.</p> <p>For example: Add $7 + 2 + 3$,</p> <p>First do $7 + 3 = 10$ then add 2. ($10 + 2$) The answer is 12.</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	Which finger did it bite? This little finger on my right																														
Thursday	<p>Let learners fill in the missing the boxes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> <td>8</td> </tr> <tr> <td>9</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td></td> <td>12</td> <td></td> <td>14</td> </tr> <tr> <td>15</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>19</td> <td></td> <td>21</td> </tr> <tr> <td>22</td> <td></td> <td>24</td> <td></td> </tr> </table>	1	2	3			6		8	9		11			12		14	15		16			19		21	22		24		<p>Learners to use "Making 10s" strategy to solve addition statements.</p> <p>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;</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
1	2	3																													
	6		8																												
9		11																													
	12		14																												
15		16																													
	19		21																												
22		24																													
Friday	<p>Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be.</p> <p>Let learners paste their drawings on the classroom wall to create a gallery.</p>	<p>Learners to use "Making 10s" strategy to solve addition statements.</p> <p>For example: if given $2 + 6 + 4$, add the two last addends first to produce $2 + 6 + 4 = 2 + 10 = 12$</p> <p>Or if given $8 + 3$, change question to $8 + 2 + 1 = 10 + 1 = 11$)</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																												

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	BI.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			
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	<p>Enquire from learners routine activities they engage in before coming to school. (Activities may include sweeping, bathing, brushing of teeth, washing of face etc.</p> <p>Lead learners to discuss the reasons for undertaking those activities (such as bathing)</p> <p>Assist them to talk about the number of times they bath a day and how their parents bath them.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Call 2 learners to share a story with the whole class.</p> <p>Learners to play games and sing songs to begin the lesson</p>	<p>Display a video/pictures showing the items used in bathing</p>  <p>Present real items (e.g. soap, sponge, water, and towel) to learners to talk about them in groups</p> <p>Guide learners to talk about what will happen if they do not take their bath regularly.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Call 2 learners to share a story with the whole class.</p> <p>Learners to play games and sing songs to begin the lesson</p>	<p>In groups, learners present their ideas about what will happen if they do not bath</p> <p>Learners sing familiar songs and recite rhymes as they demonstrate the process of bathing using a doll</p> <p>Learners draw some items used for bathing and display them for discussion</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

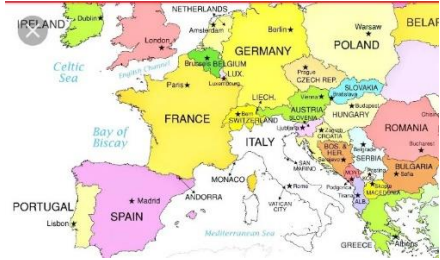
Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 15
Learning Indicator(s)	BI.4.4.2.1
Performance Indicator	Learners can identify simple agricultural tools and their uses
Strand	Our Nation Ghana
Sub strand	Farming In Ghana
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	


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)
	<p>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.</p> 	<p>Begin the lesson by finding out from learners who have backyard farm or goes to the farm often</p> <p>Enquire from learners the common tools they use at their farms or backyard farms</p> <p>Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>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</p>	<p>Invite learners to demonstrate the use of this simple agricultural tools.</p> <p>Take learners out to the field or school farm to make use of some of the tools.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>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</p>	<p>Revise with learners on some simple tools people use in the community to farm.</p> <p>Let learners draw some of the agricultural tools used in Ghana, e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 4		
Learning Indicator(s)	BI.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			
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)
	<p>Share an interesting story with learners about yourself.</p> <p>Call a learner to share his/her story to the whole class.</p>	<p>Lead learners to talk about the moral lessons they have learnt from the discussions about Jesus Christ.</p> <p>Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.</p> <p>Let learners dramatize the moral lives of the religious leaders.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page 7
Learning Indicator(s)	BI.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

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)																					
	<p>Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place.</p> <p>Have learners to paste their drawings on the classroom wall to create a gallery</p>	<p>Let learners arrange the Europeans which they came to Ghana in the order which they came (starting with those who came first)</p> <table border="1"> <thead> <tr> <th>Country</th> <th>People</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> <td>1471</td> </tr> <tr> <td>Britain</td> <td>British</td> <td>1553</td> </tr> <tr> <td>Holland</td> <td>Dutch</td> <td>1595</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> <td>1642</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> <td>1647</td> </tr> <tr> <td>Germany</td> <td>Germans</td> <td>1682</td> </tr> </tbody> </table>	Country	People	Year	Portugal	Portuguese	1471	Britain	British	1553	Holland	Dutch	1595	Denmark	Danes	1642	Sweden	Swedes	1647	Germany	Germans	1682	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>
Country	People	Year																						
Portugal	Portuguese	1471																						
Britain	British	1553																						
Holland	Dutch	1595																						
Denmark	Danes	1642																						
Sweden	Swedes	1647																						
Germany	Germans	1682																						
	<p>Divide the class into groups.</p> <p>Invite each group to revise the previous lesson to the whole class</p>	<p>In groups, let learners locate each of these countries on the world map using the internet.</p>  <p>Have learners to sketch the individual country maps.</p> <p>Let learners create galleries of their sketches and paste them on the classroom wall.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p>																					

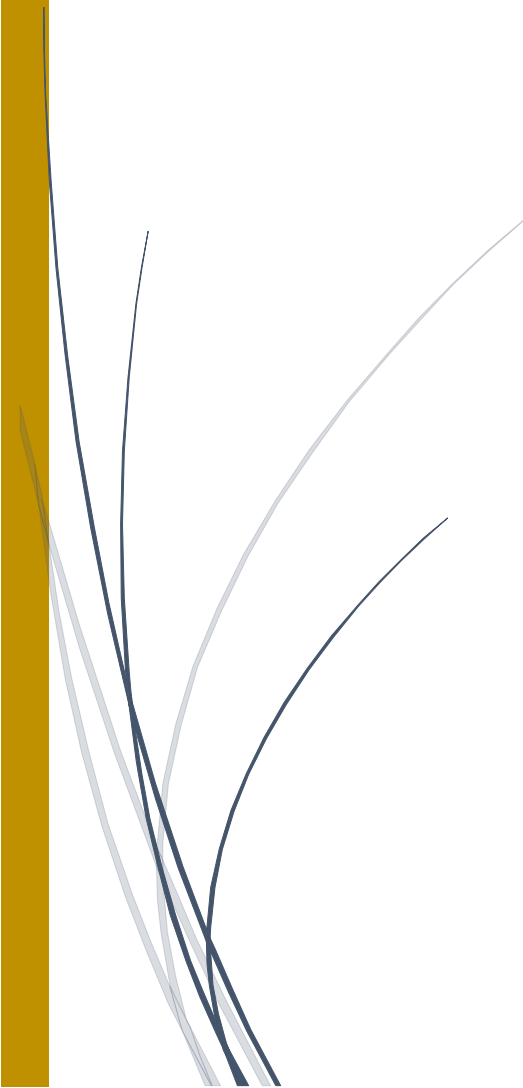
Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.2.2.2.3 BI.2.2.3.3		
Performance Indicator	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the 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			
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.

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.1.1.1.1.-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			
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 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	Write the different times of the day on a flashcard. Lead learners to read the different times of the day. Assist learners to recognize and mention the different times of the day. E.g.: <i>morning, afternoon and evening.</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Teacher mentions a word, e.g. cat Learners write its rhyming word Sing songs and recite familiar rhymes in relation to the lesson	Write the names of the days of the week on the board. 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. <i>Monday, Tuesday, Wednesday, etc.</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	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.	Ask a learner to tell the time for assembly and for recreation time in the school. Discuss time with the learners using a model clock. Assist learners through discussion to tell time by the hour. E.g.: <i>The time is 1 o'clock. The time is 12 o'clock, etc.</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

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			
DAYS	PHASE I: 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.	<p>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.,).</p> <p>Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.</p> <p>Observe and give corrective feedback.</p> <p>Organize walking to jogging or walking to running game for learners to create fun and enjoyment.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p> <p>End the lesson with cool down.</p>

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SAMPLE LESSON NOTES-WEEK 5
BASIC ONE

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Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 5

BASIC ONE

Name of School.....





Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.9.1.1. BI.2.7.2.3. BI.4.7.1.1. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can give and respond to commands and instructions</p> <p>B. Learners can connect, ideas and information in stories to own experiences and knowledge of the world</p> <p>C. Learners can find, read and copy sentences from a given substitution tables</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
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	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Ding dong bell.</u> 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</p>	<p>A. ORAL LANGUAGE <i>(Giving & Responding to Commands)</i></p> <p>Give commands and instructions to learners. e.g. Command: Keep quiet, Hands up, Sit down, Bring your books, Start work, etc.</p> <p>Pair learners to give/obey commands.</p> <p>Have learners listen to simple instructions and act in response.</p> <p>Let learners practice by giving commands in pairs.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p>B. READING <i>(Comprehension)</i></p> <p>Tell or read out texts aloud to learners.</p> <p>Let learners answer simple questions based on the events, characters and values, etc. in the text.</p> <p>Have them relate ideas and information in the stories to personal experiences and knowledge of the world.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p>	<p>C. WRITING <i>(Controlled writing)</i></p>	<p>Give learners task to complete while you go round the class to support</p>


	<p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Have a simple 3-4 column substitution table on the board.</p> <p>Have learners identify the words that make up the table.</p> <p>With examples, guide learners to form oral sentences from the substitution table.</p> <p>Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback.</p>	<p>those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> 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</p>	<p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple Prepositions. Page 36)</i></p> <p>Engage learners to play the classroom ghost game.</p> <p>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.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to do re-work if possible.</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E.EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 9
Learning Indicator(s)	BI.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	

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.

	<p>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"</p>	<p>less than 8; or '8 is how many more than 5;</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p>"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.</p>	<p>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</p> <p>For example; if given $7 - \square = 5$, change the question to the addition $5 + \square = 7$.</p> <p>The answer is 2, so $7 - 2 = 5$. $7 - \text{What?} = 5$ means $5 + \text{What?} = 7$</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	BI. 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			
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)
	<p>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 it's and and's were pots and pans, The tinker would never work!</p>	<p>Begin with a familiar song on cleaning the teeth.</p> <p>Ask learners to mention the items used in cleaning the teeth, e.g. toothbrush and toothpaste, chewing stick etc.</p>  <p>Let learners watch an audio visual or pictures that show the right way to clean the teeth.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>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!</p>	<p>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.</p>  <p>Have learners demonstrate the method of brushing the teeth in pairs and in groups</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

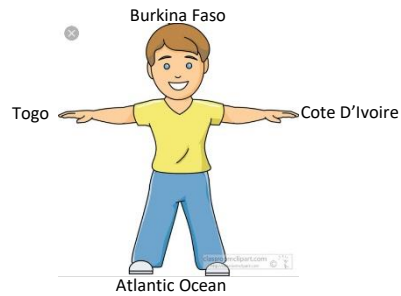
			
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Let learners individually draw and color some items used in brushing the teeth and display their drawings for discussion.</p> <p>Learners talk about what will happen if they do not brush their teeth regularly.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 16		
Learning Indicator(s)	BI.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			
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. <i>Ghana is a peaceful nation who is known by her generous hospitality. 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.</i> 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.	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 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. Learners to identify Ghana's immediate neighbors. e.g. Togo, Burkina Faso and cote d'Ivoire	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	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.

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



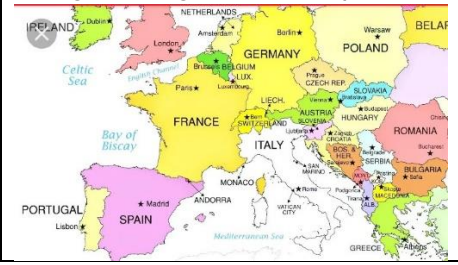
Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 5		
Learning Indicator(s)	BI. 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			
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)
	<p>Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord</p> <p>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!</p>	<p>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.</p> <p>Let learners role-play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 7		
Learning Indicator(s)	BI.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			
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)
	<p>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!</p>	<p>Revise with learners the European countries whose citizens came and settled in Ghana - Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands.</p> <p>Put learners into groups and write names of countries on a flashcards.</p> <p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Put learners into pairs.</p> <p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.</p> <p>The other partner have to find out which one is the lie.</p>	<p>Group learners in a horse shoe formation, engage them to sing some patriot songs.</p> <p>Example: <u>Yɛn Ara Asaase Ni</u> Yɛn ara asaase ni; Eʔe abɔ den den de ma yɛn, Mogya a nananom hwie gu Nya de to hɔ ma yɛn, Aduɾu me ne wo nso so, Sɛ yɛbɛyɛ bi atoa so.</p> <p>Nimdeɛ ntraso, nkoto-kranne; Ne pɛsɛmenkomenya, Adi yɛn bra mu dem, ama yɛn asaase hɔ dɔ atomu sɛ. Chorus 2x: ɔman no, sɛ ɛbɛyɛ yie o ɔman no, sɛ ɛrenyɛ yie o; Eʔe nsɛnnahɔ sɛ, ɔmanfo bra na ɛkyerɛ. ɔman no, sɛ ɛbɛ yɛ yie o! ɔman no, sɛ ɛrenyɛ yie o!;</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

ԵյԷ nսԷ nahՉ սԷ,
Չmanfo mmra na ԳennkyerԷ.

Engage learners to play the country
hunt game using the world map.



Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.1.3.4.3 BI.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

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)
	<p>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.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);</p> <p>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</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	One		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.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			
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

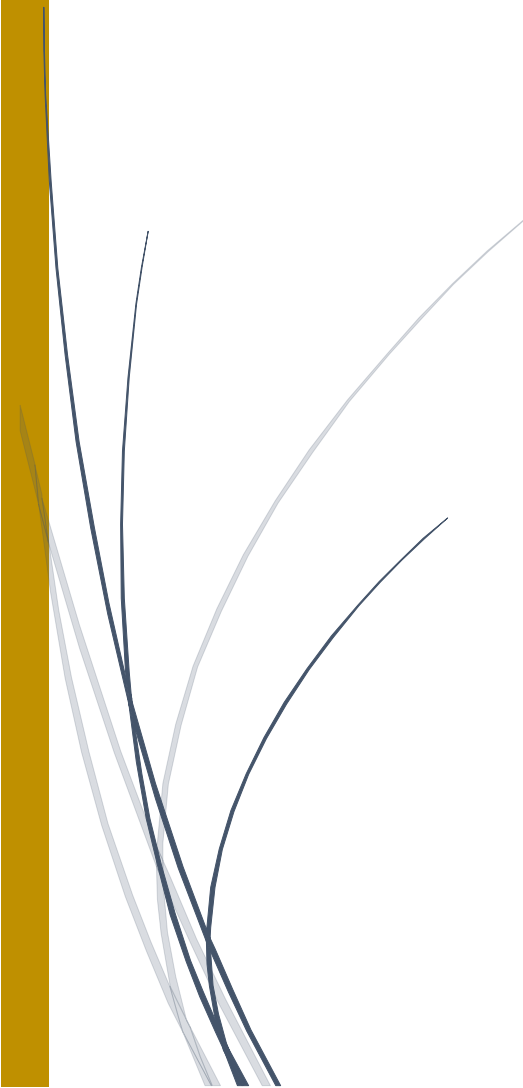
Week Ending	
Class	One
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	BI.1.13.1.17:
Performance Indicator	Learners can roll in log form from stationary to a distance and back (from lying position).
Strand	Motor Skill And Movement Patterns
Sub strand	Rhythmic skills
Teaching/ Learning Resources	Pictures and Videos

Core Competencies: Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination, creativity, leadership skills, confidence

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)
	<p>Let learners jog within a demarcated area to warm up their bodies</p> <p>Show learners pictures or videos depicting the skill to be learnt.</p>	<p>Take learners through general and specific warm-ups by jogging while flexing and twisting of body parts.</p> <p>Learners spread mats or mattresses in line.</p> <p>Lie on the mat/mattress at the start with legs closed and straight. Arms attached to the body side by side while facing up.</p> <p>Roll continuously from the start to the end with a maintained body posture. Roll back to the start.</p> <p>Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.</p> <p>Observe and give corrective feedback.</p>	<p>Organize log roll game for learners to create fun and enjoyment.</p> <p>End the lesson with cool down.</p>

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SAMPLE LESSON NOTES-WEEK 6
BASIC ONE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and design.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 6



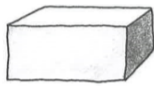

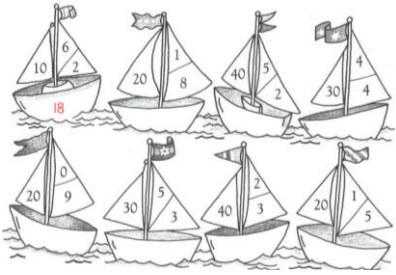
BASIC ONE

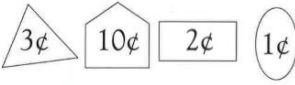
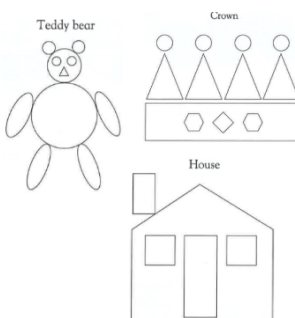
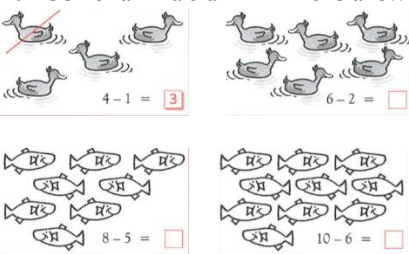
Name of School.....

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		<p>A. Learners can give and respond to commands and instructions</p> <p>B. Learners can read level-appropriate texts with prompting and support</p> <p>C. Learners can find, read and copy sentences from a given substitution tables</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
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	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	<p>A. ORAL LANGUAGE (Giving & Responding to Commands)</p> <p>Give commands and instructions to learners. e.g. Command: Keep quiet, Hands up, Sit down, Bring your books, Start work, etc.</p> <p>Pair learners to give/obey commands.</p> <p>Have learners listen to simple instructions and act in response.</p> <p>Let learners practice by giving commands in pairs.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	Have learners to play games and recite familiar rhymes to begin the lesson.	<p>B. READING (Comprehension)</p> <p>Have learners read texts with all the prompting and support that can help them in their reading.</p>	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	<p>Have learners play a game or sing a song to review the previous lesson</p> <p>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.</p>	<p>C. WRITING (Controlled writing)</p> <p>Have a simple 3-4 column substitution table on the board.</p> <p>Have learners identify the words that make up the table. With examples, guide learners to form oral sentences from the substitution table.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>







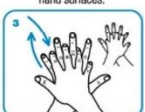
	Hot cross buns	Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback	
Thursday	Have learners play a game or sing a song to review the previous lesson. <u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. 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	D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using Simple Prepositions. Page 36)</i> 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 do re-work if possible.
Friday	Have a variety of age appropriate books for learners to make a choice from.	E. <u>EXTENSIVE READING</u> 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

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	

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	<p>Engage learners to find the missing numbers in the table.</p> <table border="1" style="margin-bottom: 10px;"> <tr> <td>number</td> <td>between</td> <td>number</td> </tr> <tr> <td>20</td> <td></td> <td>24</td> </tr> </table> <table border="1" style="margin-bottom: 10px;"> <tr> <td>3 less</td> <td>number</td> <td>3 more</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> </table> <table border="1"> <tr> <td>number</td> <td>between</td> <td>number</td> </tr> <tr> <td>18</td> <td></td> <td>22</td> </tr> </table>	number	between	number	20		24	3 less	number	3 more		30		number	between	number	18		22	<p>Use a variety of strategies to solve addition word problems.</p> <p>Learners to use the addition grid table to solve addition problems.</p> <p>Draw a 7 by 7 number grid and guide learners to draw rings around pairs of numbers that adds up to 20.</p> <table border="1" style="text-align: center;"> <tr><td>15</td><td>5</td><td>3</td><td>10</td><td>10</td><td>4</td><td>19</td></tr> <tr><td>8</td><td>6</td><td>20</td><td>0</td><td>9</td><td>1</td><td>10</td></tr> <tr><td>12</td><td>13</td><td>7</td><td>12</td><td>0</td><td>16</td><td>1</td></tr> <tr><td>4</td><td>5</td><td>10</td><td>16</td><td>4</td><td>5</td><td>10</td></tr> <tr><td>9</td><td>2</td><td>18</td><td>7</td><td>20</td><td>3</td><td>10</td></tr> <tr><td>11</td><td>3</td><td>3</td><td>1</td><td>0</td><td>11</td><td>9</td></tr> <tr><td>17</td><td>1</td><td>1</td><td>19</td><td>3</td><td>18</td><td>11</td></tr> </table> <p>Assessment: have learners to practice with more grids.</p>	15	5	3	10	10	4	19	8	6	20	0	9	1	10	12	13	7	12	0	16	1	4	5	10	16	4	5	10	9	2	18	7	20	3	10	11	3	3	1	0	11	9	17	1	1	19	3	18	11	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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Tuesday	<p>Engage learners to label the following shapes.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> </div>	<p>Use a variety of strategies to solve addition word problems.</p> <p>Guide learners to add the numbers on the sails and write the totals on the boat.</p> <p style="font-size: small;">Add the numbers on the sails. Write the totals on the boats.</p>  <p>Assessment: have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																																																																			

<p>Wednesday</p>	<p>Have learners to play games and recite familiar rhymes to begin the lesson.</p>	<p>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?</p> <p>Assessment: have learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Thursday</p>	<p>Engage learners to add the cost and find the cost of each object.</p>  	<p>Use a variety of strategies to solve subtraction problems.</p> <p>Learners to use crossing out to solve subtraction problems.</p> <p>Guide learners to cross out the correct number of animals and fill in the answers.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Have learners to play games and recite familiar rhymes to begin the lesson.</p>	<p>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?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

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	

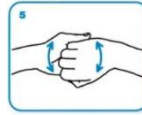
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Lead learners through questions to come out with the importance of washing the hands</p> <p>Elaborate on their responses to introduce the topic “Hand-Washing”</p> <p>Learners discuss when to wash their hands.</p> <ul style="list-style-type: none"> -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 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Ask learners to name items used in hand-washing. (soap and running clean water)</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, emphasizing washing under running/flowing water.</p> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <p>Wet hands with water</p> </div> <div style="text-align: center;">  <p>Rub hands palm to palm</p> </div> <div style="text-align: center;">  <p>apply enough soap to cover all hand surfaces.</p> </div> <div style="text-align: center;">  <p>right palm over left dorsum with interlaced fingers</p> </div> </div>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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



palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



rotational rubbing of left thumb clasped in right palm



rotational rubbing, backwards and forwards with clasped

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.

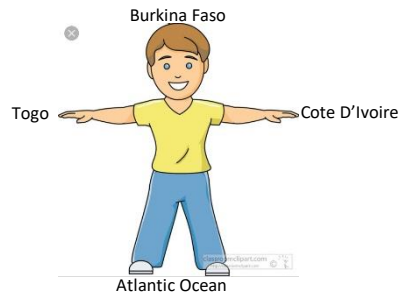
Let learners say 5 words they remember from the lesson.

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			
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)
	<p>Invite learners to tell stories of their mistakes they have committed in the past.</p> <p>Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Engage learners in a community circle time. Tell learners some history about Ghana.</p> <p><i>Ghana is a peaceful nation who is known by her generous hospitality. 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.</i></p> <p>Let learners let ask and response to facts they are not clear with concerning the history of Ghana.</p> <p>Learners to tell the parts of the history that interest them most.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Guide learners to identify her neighboring countries.</p> <p>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</p> <p>Neighbor countries can be immediate neighbors and distant neighbors</p> <p>Learners to identify Ghana's immediate neighbors. e.g. Togo, Burkina Faso and cote d'Ivoire</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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)

Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana's neighbors



Ask learners to summarize what they have learnt.

Let learners say 5 words they remember from the lesson.

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			
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 <u>Ezekiel cried, "Dem dry bones!</u> 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 lesson. Give learners task to do whiles you go round to guide those who need help.

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	

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)
	<p>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!</p>	<p>Revise with learners the European countries whose citizens came and settled in Ghana - Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands.</p> <p>Put learners into groups and write names of countries on a flashcards.</p> <p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Put learners into pairs.</p> <p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.</p> <p>The other partner have to find out which one is the lie.</p>	<p>Group learners in a horse shoe formation, engage them to sing some patriot songs.</p> <p>Example: <u>Yɛn Ara Asaase Ni</u> <i>Yɛn ara asaase ni; Ɛyɛ abɔ den den de ma yɛn, Mogya a nananom hwie gu Nya de to hɔ ma yɛn, Aduru me ne wo nso so, Sɛ yɛbɛyɛ bi atoa so.</i></p> <p><i>Nimdeɛ ntraso, nkoto-kranne; Ne pɛsɛmenkomenya, Adi yɛn bra mu dem, ama yɛn asaase hɔ dɔ atomu sɛ.</i></p> <p>Chorus 2x: <i>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!</i></p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

ጋman no, sE ErenyE yie o!;
EyE nse nahጋ sE,
ጋmanfo mmra na yennkyere.

Engage learners to play the country
hunt game using the world map.





Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.2.3.4.3 BI.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			
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. Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	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.	Select and agree on a theme for the performance; Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); Select own or others compositions for the performance, Plan the sequence of events, stage plan identifying the positions of all facilities. Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B1.2.8.1.1.-2		
Performance Indicator	<ul style="list-style-type: none"> ❖ 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			
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)
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Revise syllables with learners.</p> <p>Write some syllables on the board and lead learners to read them.</p> <p>Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base /cry/ + /ing/ = crying</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them</p>	<p>Read aloud a text or simple sentences with correct pronunciation.</p> <p>Let learners say the simple sentences after you.</p> <p>Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Read aloud a text or simple sentences with correct pronunciation.</p> <p>Let learners say the simple sentences after you.</p> <p>Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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

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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to identify base of support by;</p> <ol style="list-style-type: none"> 1. Standing up-legs as the base of support  2. Sitting on the chair – chair as the base of support.  3. Assume other shapes and lead learners to identify the base of support 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 7
BASIC ONE

Several thin, curved lines in shades of blue and grey originate from the bottom left corner and curve upwards and to the right.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 7

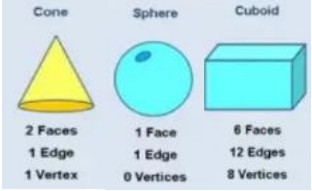
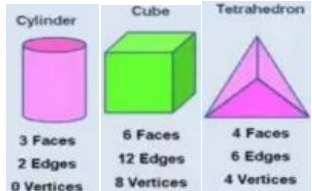

BASIC ONE

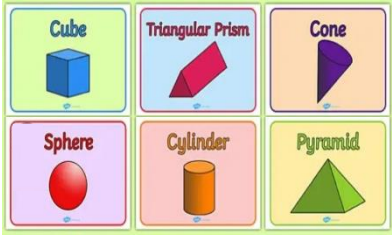
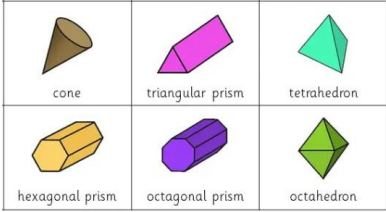
Name of School.....

Week Ending			
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	BI.1.9.1.2. BI.2.7.2.4. BI.4.7.1.2. BI.5.10.1.1 BI.6.1.1.1.		
Performance Indicator	<p>A. Learners can make and respond to polite requests using the word “please”</p> <p>B. Learners can read level-appropriate texts with prompting and support</p> <p>C. Learners can write a simple composition using a substitution table</p> <p>D. Learners can identify and spell simple words correctly</p> <p>E. Learners can read a variety of age appropriate books and texts from print</p>		
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	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>A. ORAL LANGUAGE (Giving & Responding to Commands)</p> <p>Demonstrate knowledge of requests and their responses.</p> <p>Let learners respond to requests using; yes, ok, etc.</p> <p>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.</p> <p>Let them change roles.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p>B. READING (Comprehension)</p> <p>Have learners read texts with all the prompting and support that can help them in their reading.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>C. WRITING (Controlled writing)</p> <p>Write a simple and short composition in a substitution table and have learners copy this out.</p> <p>Using Think-Pair-Share, have learners read their compositions.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling)</p> <p>Help learners to write two letter words correctly e. g. go, so, in, on.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	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.	<p><u>E.EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board</p> <p>Learners to draw parts of the story they read</p>



Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	BI.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	

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	<p>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>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.</p>  <p>Have learners to draw 3D shapes and identify them with their names.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>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.</p>  <p>Have learners to draw 3D shapes and identify them with their names.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>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.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>


<p>Thursday</p>	<p>Take learners through math mental to solve the following.</p> <p><input type="text"/> - 4 = 1</p> <p>14 - <input type="text"/> = 7</p> <p>8 + <input type="text"/> = 14</p> <p>18 - <input type="text"/> = 9</p>	<p>Describe the difference between two given pre-sorted sets of familiar 3D shapes and the features.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Take learners through math mental to solve the following.</p> <p>2 + <input type="text"/> = 7</p> <p><input type="text"/> + 1 = 9</p> <p><input type="text"/> - 1 = 2</p> <p><input type="text"/> + 6 = 11</p>	<p>Describe the difference between two given pre-sorted sets of familiar 3D shapes and the features.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Go on a nature walk to observe the things in the environment</p> <p>Learners talk about what they observed during the nature walk</p> <p>Show pictures of the natural and human features of the environment.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to discuss what will happen to them if the environment is very dusty and unclean</p> <p>Brainstorm with learners on what will happen if they do not weed or keep their school, home and community clean.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
1	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>In groups learners present their ideas by explaining further why it is important to keep the environment clean.</p> <p>Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	BI.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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Lead pupils in a class discussion to describe a computer.</p> <p>Have learners to draw a computer and color it.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide pupils to state the basic uses of a computer. For example; <i>i. For learning,</i> <i>ii. For playing games,</i> <i>iii. For watching movies,</i> <i>iv. For playing music</i></p> <p>Guide pupils to identify the main parts of a computer and state their functions. e.g. monitor, mouse, keyboard, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners to Identify parts of a computer and how they connect to each other. e.g. monitor</p> <p>MONITOR</p>  <p>Have learners to talk about the monitor and relate to them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	Bl. 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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Let learners, in groups, talk about their roles and roles of their parents in the family:</p> <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. <p>Let learners role-play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	BI.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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <ol style="list-style-type: none"> i. Dr. Kwame Nkrumah ii. Joseph Arthur Ankrah iii. Akwasi Afrifa iv. Edward Akufo-Addo v. Ignatius Kutu Acheampong vi. Fred Akuffo vii. Ft. Jerry John Rawlings viii. Dr. Hilla Limann ix. John Agyekum Kuffour x. John Evans Atta Mills xi. John Dramani Mahama xii. Nana Addo Danquah Akuffo Addo. <p>Match pictures of Ghana's presidents with their names.</p>  <p>Dr. Kwame Nkrumah</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Using pictures and charts, learners talk about the first President of the country and dates of tenure.</p> <p><i>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.</i></p> <p>Have learners retell the history of dr. kwame nkrumah and act parts of the history.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.1.4.6.3 BI.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

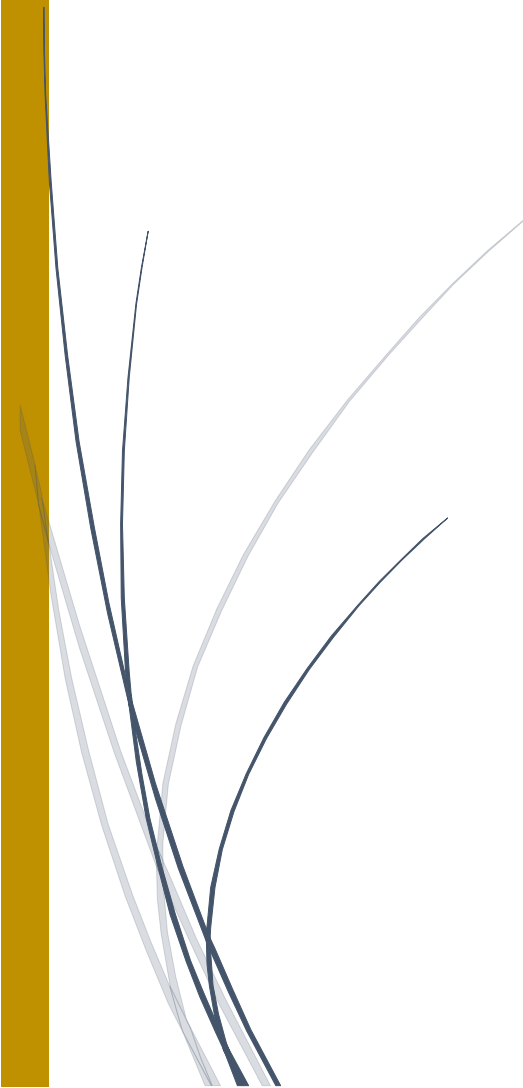
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Show pictures or videos to learners on the process of producing kente.</p>	<p>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</p>  <ul style="list-style-type: none"> ➤ Description of the work: <i>the artwork is made of interwoven cloth strips.</i> ➤ The subject matter: <i>the main idea of the artwork is to provide people with fabric.</i> ➤ Appraisal: <i>it can be sold to make income.</i> ➤ Experience to share: <i>talk about how the fabric is produced.(the process)</i> 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending			
Class	One		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.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			
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.

Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	BI.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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities.</p> <p>Demonstrate the skill as learners observe.</p> <p>Have learners practice in groups and individually.</p> <p>Organize a mini game for learners practice the new skills learnt.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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SAMPLE LESSON NOTES-WEEK 8
BASIC ONE

Abstract, thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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SCHEME OF LEARNING- WEEK 8



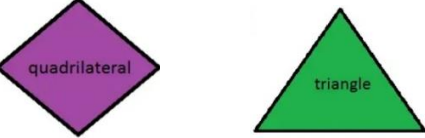

BASIC ONE

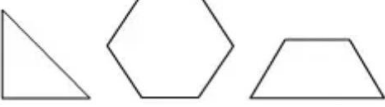
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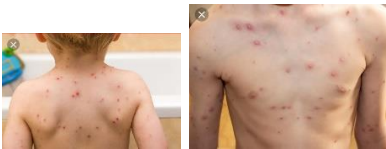

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.10.1.1. B1.2.7.2.5. B1.4.7.1.2. B1.5.10.1.1 B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can identify audience and purpose of presentation</p> <p>B. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc.</p> <p>C. Learners can write a simple composition using a substitution table.</p> <p>D. Learners can identify and spell simple words correctly.</p> <p>E. Learners can read a variety of age – appropriate books and texts from print.</p>	
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	<p>learners sing songs and recite familiar rhymes</p> <p>"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?</p>	<p>A. ORAL LANGUAGE (Presentation)</p> <p>Have learners to do "show and tell" to introduce a friend to his/her parents at his/her birthday party.</p> <p>Create more scenarios for learners to introduce their friends.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>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.</p>	<p>B. READING (Comprehension)</p> <p>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.).</p> <p>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).</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

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

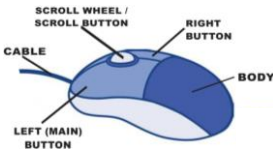
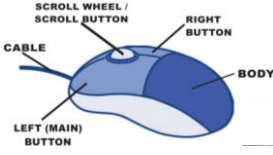
Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.3.1.1.3
Performance Indicator	Learners can Identify two-dimensional shapes and describe their attributes using formal geometric language
Strand	Geometry and Measurement
Sub strand	2D And 3D Shapes
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	

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 <u>WE CAN COUNT</u> 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 <u>WE CAN COUNT</u> 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.


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

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			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to watch pictures and videos or tell a story on common skin diseases</p>  <p>Learners into groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>In groups learners share their ideas on common skin diseases with the whole class.</p>  <p>Reinforce learners' ideas by writing all common skin diseases on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Brainstorm with learners on the causes of common skin diseases</p> <p>Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners talk about the parts of a computer e.g. mouse.</p>  <p>Learners work in small groups to explore how the mouse is connect to the computer.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners talk about the parts of a computer e.g. mouse.</p>  <p>Learners work in small groups to explore how the mouse is connect to the computer.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Put learners into groups. Have learners use sticky notes to identify the parts of the computer mouse.</p> <p>Learners to mention some of the uses of the computer mouse</p> <p>Let learners draw and color the computer mousse. Encourage learners to create a gallery with their drawings.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Let learners, in groups, talk about their roles and roles of their parents in the family:</p> <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. <p>Let learners role-play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <ol style="list-style-type: none"> i. Dr. Kwame Nkrumah ii. Joseph Arthur Ankrah iii. Akwasi Afrifa iv. Edward Akufo-Addo v. Ignatius Kutu Acheampong vi. Fred Akuffo vii. Ft. Jerry John Rawlings viii. Dr. Hilla Limann ix. John Agyekum Kuffour x. John Evans Atta Mills xi. John Dramani Mahama xii. Nana Addo Danquah Akuffo Addo. <p>Match pictures of Ghana's presidents with their names.</p>  <p style="text-align: center;"><i>Joseph Arthur Ankrah</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Using pictures and charts, learners talk about the second President of the country and dates of tenure.</p> <p><u>Joseph Arthur Ankrah</u> <i>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.</i></p> <p>Have learners retell the history of Dr. Kwame Nkrumah and act parts of the history.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>


Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.2.4.6.3 BI.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

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)
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the les7son</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> ➤ 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 	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>show pictures of people performing the Kpatsa dance to learners'</p> <p>let learners observe and talk about the pictures</p> 	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class. e.g. The "Kpatsa" dance</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform The "Kpatsa" dance as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

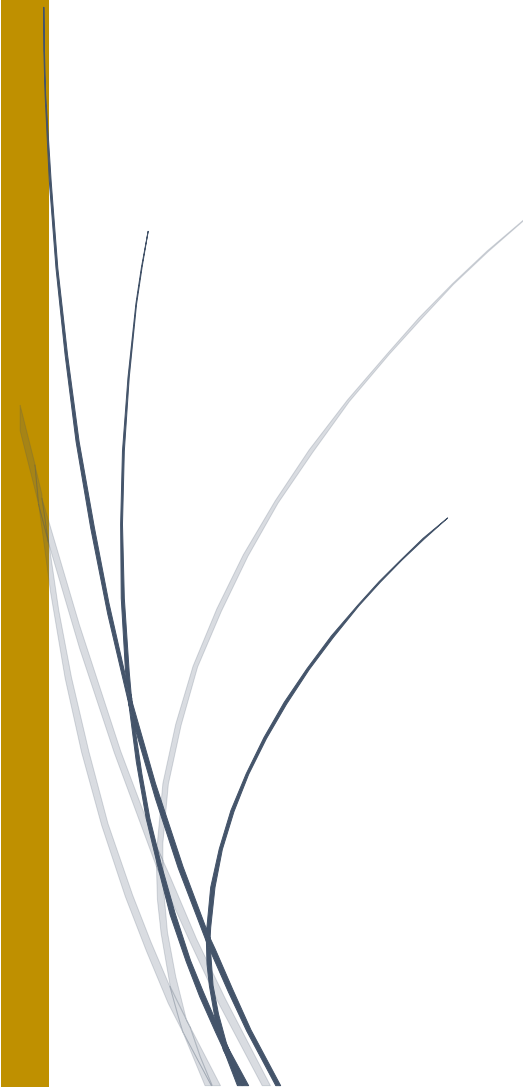
Week Ending			
Class	One		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B1.5.5.1.1-3		
Performance Indicator	Learners can recognize and use postpositions in short sentences.		
Strand	Writing Convention & Grammar Usage		
Sub strand	Integrating Grammar 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			
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.

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	

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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Use pictures and videos to help learners identify human body parts.</p> <p>Mention a body part and ask learners to point at it on the wall chart.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

A vertical gold bar on the left side of the page, with a yellow arrow pointing right from its center.

SAMPLE LESSON NOTES-WEEK 9
BASIC ONE

A series of curved lines in shades of blue and grey, resembling a stylized plant or abstract graphic, located in the bottom left corner.

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 9

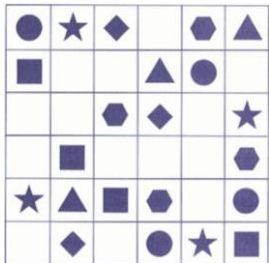
BASIC ONE

Name of School.....

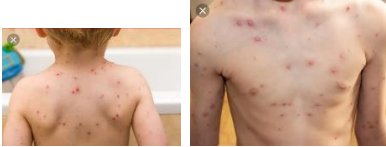

Week Ending			
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B1.1.10.1.2. B1.2.7.2.5. B1.4.7.1.3. B1.5.10.1.1 B1.6.1.1.1.		
Performance Indicator	<p>A. Learners can generate and select ideas on a given topic for presentation</p> <p>B. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc.</p> <p>C. Learners can match parts of sentences to compose meaning texts</p> <p>D. Learners can identify and spell simple words correctly.</p> <p>E. Learners can read a variety of age – appropriate books and texts from print.</p>		
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	<p>Engage learners in the “Change your style” game</p> <p>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.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”.</p> <p>Briefly discuss your presentation</p> <p>Let learners take turns to talk about their friends.</p> <p>Encourage others to ask questions after each presentation.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>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.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Begin the comprehension lesson with before reading. e.g. K -What learners know about the topic of information text.</p> <p>Continue with while reading activities to enhance their understanding of the text. e.g. a) Herring Bone strategy</p> <p>W - What the learners want to know).</p> <p>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.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY</u> <u>TITLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>C. WRITING (Controlled writing) Demonstrate the activity by writing a few sentences on the board.</p> <p>Have learners rearrange jumbled parts of sentences to make meaningful texts.</p> <p>Let learners read their sentences to the class for feedback.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u> 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!</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling) Help learners to write two letter words correctly e. g. go, so, in, on.</p> <p>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 17
Learning Indicator(s)	BI.3.2.1. 1
Performance Indicator	Learners can tell the position of objects relative to other objects in space using words such as 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	

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	<p>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.</p>	<p>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.</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>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.</p> 	<p>Engage learners to tell the position of items in the classroom. For example, the ball is on the table, about 3 feet tall.</p> <p>The model numbers are arranged in ascending order, etc.</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>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.</p>	<p>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.</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>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 30°</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


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 30° 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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to watch pictures and videos or tell a story on common skin diseases</p>  <p>Learners into groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>In groups learners share their ideas on common skin diseases with the whole class.</p>  <p>Reinforce learners' ideas by writing all common skin diseases on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Brainstorm with learners on the causes of common skin diseases</p> <p>Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 17
Learning Indicator(s)	BI.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	


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)				
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>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.</p> <p>Talk about the various types of data gathered.(discrete or continuous)</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>				
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to collect various items from the environment, count and record them in a book, e.g.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f28b82; color: white;">Discrete</th> <th style="background-color: #f28b82; color: white;">Continuous</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;"> <ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election </td> <td style="background-color: #e6f2ff;"> <ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity </td> </tr> </tbody> </table> <p>Talk about the various types of data gathered.(discrete or continuous)</p> <p>Let learners answer questions based on the data they have collected.</p>	Discrete	Continuous	<ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election 	<ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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Discrete	Continuous						
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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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Let learners, in groups, talk about the role of the community in the upbringing of its members through education.</p> <p>Let learners dramatize or role-play the roles of members of the community in the upbringing of its members through education.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <ul style="list-style-type: none"> i. Dr. Kwame Nkrumah ii. Joseph Arthur Ankrah iii. Akwasi Afrifa iv. Edward Akufo-Addo v. Ignatius Kutu Acheampong vi. Fred Akuffo vii. Ft. Jerry John Rawlings viii. Dr. Hilla Limann ix. John Agyekum Kuffour x. John Evans Atta Mills xi. John Dramani Mahama xii. Nana Addo Danquah Akuffo Addo. <p>Match pictures of Ghana's presidents with their names.</p>  <p>General Akwasi Afrifa</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Using pictures and charts, learners talk about the third President of the country and dates of tenure.</p> <p><i>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.</i></p> <p>Have learners retell the history of dr. kwame nkrumah and act parts of the history.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.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			
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)
	<p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make clay pot using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance. Show learners a video or pictures of the dance you want to teach.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 57		
Learning Indicator(s)	BI.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			
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)
	<p>Put learners into groups.</p> <p>Have learners fine words for each of the alphabets letters on the topic.</p> <p>The group with the most words wins.</p>	<p>Write two letter words on flashcards and show it to learners.</p> <p>Lead learners to mention the words.</p> <p>Put learners in groups and do spelling game or competition among the groups.</p> <p>Let learners write the two letter words correctly.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Ask learners to say some words they know.</p> <p>List the words on the board.</p> <p>Write the three-letter words at one side and say them aloud to learners.</p> <p>Write some of the three-letter words on flashcards and show it to learners.</p> <p>Lead learners to mention the words.</p> <p>Let learners write the three-letter words correctly.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>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"</p>	<p>Write some words on the board.</p> <p>Lead learners to read the words.</p> <p>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).</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Through discussions, learners identify the need to drink water during water during physical activity.</p> <p>Example; to prevent heat stroke, dehydration, to control the body temperature, etc.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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SAMPLE LESSON NOTES-WEEK 10
BASIC ONE

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SCHEME OF LEARNING- WEEK 10

BASIC ONE

Name of School.....

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	<p>A. Learners can generate and select ideas on a given topic for presentation</p> <p>B. Learners can identify the structure of a story</p> <p>C. Learners can match parts of sentences to compose meaning texts</p> <p>D. Learners can fill in blank spaces in simple words</p> <p>E. Learners can read a variety of age – appropriate books and texts from print.</p>		
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	<p>Engage learners in the “Change your style” game</p> <p>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.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”.</p> <p>Briefly discuss your presentation</p> <p>Let learners take turns to talk about their friends.</p> <p>Encourage others to ask questions after each presentation.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Narrate a suitable story.</p> <p>Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p style="text-align: center;">C. WRITING (Controlled writing)</p> <p>Demonstrate the activity by writing a few sentences on the board.</p> <p>Have learners rearrange jumbled parts of sentences to make meaningful texts.</p> <p>Let learners read their sentences to the class for feedback.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>Spelling</i>)</p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p>	
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. <u>EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending			
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 17		
Learning Indicator(s)	BI.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		
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.	<p>Display two items side by side, where one is tall and the other is short. For example, show to learners two dolls.</p>  <p>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.</p> <p>Choose several pairs of students with varying heights to compare</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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.	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is smaller.</p> <p>Gather students in a circle on the carpet. Show them a large item, such as a big book, and tell them that is big.</p> <p>Show students a little item, such as a pencil, and tell them that is small compared to the big book.</p> <p>Give other items to various students. Have learners place big items in one pile and small items in another</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>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."</p> <p>Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter.</p> <p>Display two more objects and ask students to predict or make a guess using what they</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



		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.	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is bigger</p> <p>Show them a large item, such as a big book, and tell them that is big.</p> <p>Show students a little item, such as a pencil, and tell them that is small compared to the big book.</p> <p>Give other items to various students. Have learners place big items in one pile and small items in another</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is thinner/light</p> <p>Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter.</p> <p>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</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 33		
Learning Indicator(s)	BI.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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to watch videos or pictures showing technologies and their impact on the society</p> <p>Bring electronic devices such as toys, laptops, smart phones, watches, radio and DVD players to class</p> <p>Learners in groups discuss other technological equipment they see in their immediate environment and their accompanying functions, e.g. cars, drones, thermometers.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners present their ideas in groups for discussion</p> <p>Ask learners to talk about what will happen if such technologies were absent in the society</p> <p>Guide learners to reshape their ideas and present key concepts on common technologies in the environment on the writing board</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners mention some technological devices and how these have impacted their lives</p> <p>In groups learners work to design and make simple technological devices of their choice using materials such as blu tack, clay, cardboard and paper.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 17		
Learning Indicator(s)	BI.5.4.I.I.		
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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells.</p> <p>Learners draw and color drums, bells, gong gong to assemble people.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 5		
Learning Indicator(s)	BI.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,			
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.

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B1.6.I.I.I.
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	

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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>  <p>Edward Akufo-Addo</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <p>Using pictures and charts, learners talk about the fourth President of the country and dates of tenure. e.g. <i>Edward Akufo-Addo</i></p> <p>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.</p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>  <p>Ignatius Kutu Acheampong</p>	<p>Guide learners to name the presidents of Ghana since 1960. e.g. <i>Ignatius Kutu Acheampong</i></p> <p>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.</p> <p>He led the supreme military council I (SMC I) in a coup to overthrow J.A Ankrah's National liberation council.</p> <p>Using pictures and charts, learners talk about the fifth President of the country and dates of tenure.</p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

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			
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)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners a video or pictures of the dance you want to teach.</p> 	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Bamaya dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

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			
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 <u>Ding dong bell.</u> 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	Write sentences made up of three or four words on the board. 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	Ask learners questions to review their understanding of the lesson. 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 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	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 <u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Write sentences made up of three or four words on the board. 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	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

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			
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

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SAMPLE LESSON NOTES-WEEK 11
BASIC ONE

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating an abstract, organic shape.

Fayol Inc.
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SCHEME OF LEARNING- WEEK 11


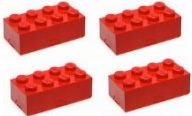

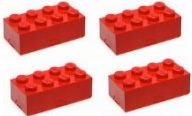

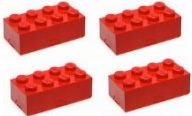


BASIC ONE



















Name of School.....

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	<p>A. Learners can speak with confidence before different audiences, B. Learners can read short and simple sentences at good pace C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print.</p>		
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	<p>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.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Have learners draw members of their nuclear family.</p> <p>Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.</p> <p>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?</p> <p>Encourage shy learners to speak.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p style="text-align: center;">B. READING (Fluency)</p> <p>Teacher models reading at a reasonable pace.</p> <p>Have learners read short and simple sentences at a reasonable pace.</p> <p>Let learners read in small groups.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE •Mingle, mingle – mingle 2x Two mingle (2 come together)</p>	<p style="text-align: center;">C. WRITING (Descriptive Writing)</p> <p>Model describing yourself in 2-3 simple sentences using simple descriptive words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) 	<p>Write some descriptive words and discuss them with learners. Through questions, have pairs of learners describe themselves to each other.</p> <p>e.g. What is your name? - My name is..... How old are you? - I am</p> <p>Assist learners to write out their sentences.</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. <u>EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 18
Learning Indicator(s)	BI.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;	

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.	<p>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.</p>  <p>Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.</p> <table border="1" data-bbox="656 1062 1024 1245"> <thead> <tr> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: let learners solve several examples</p>	Boys	Girls			<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Boys	Girls						
							
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.	<p>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</p> <p>Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>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.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				

		<p>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.</p> <table border="1"> <thead> <tr> <th>Natural items</th> <th>Man-made items</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: let learners solve several examples</p>	Natural items	Man-made items							
Natural items	Man-made items										
											
											
											
Thursday	<p>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.</p>	<p>Using the scenario in day one lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>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.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>								
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Using the scenario in day three lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>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.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>								

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Ask learners to mention foods they ate in the morning and what was used to prepare the food.</p> <p>Provide samples of preserved foods such as roasted plantain, dried fish, smoked fish.</p> <p>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.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners talk about how food is prepared in their homes.</p> <p>Ask learners to tell how their parents preserve food at home.</p> <p>The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners talk about how food is prepared in their homes.</p> <p>Ask learners to tell how their parents preserve food at home.</p> <p>The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>


Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 17		
Learning Indicator(s)	BI.5.4.I.I.		
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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells.</p> <p>Learners draw and color drums, bells, gong gong to assemble people.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

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			
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.

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <p>Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure. e.g. <i>Fred Akuffo and Ft. Jerry John Rawlings</i></p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Guide learners to name the presidents of Ghana since 1960. e.g. <i>Dr. Hilla Limann and John Agyekum Kuffour</i></p> <p>Using pictures and charts, learners talk about the eighth and ninth President of the country and dates of tenure.</p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>


Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.1.3.4. BI.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

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)
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

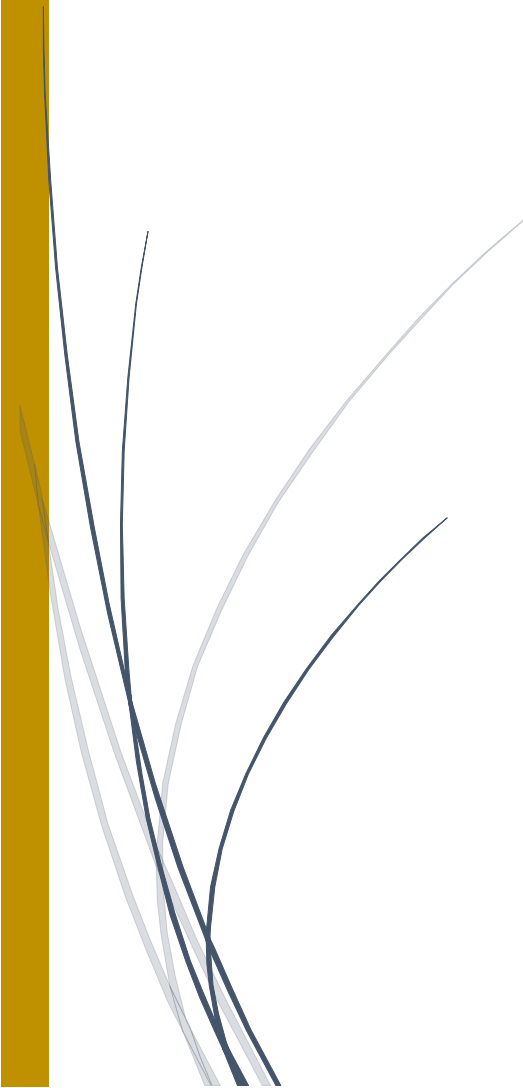
Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 58		
Learning Indicator(s)	BI.6.2.1.1		
Performance Indicator	Learners can read simple sentences of about three to four words.		
Strand	Extensive Reading		
Sub strand	Reading Aloud		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
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 lesson. 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.

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	

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)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners demonstrate non-verbal appreciation to their peers after performing physical activity by clapping.</p>  <p>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.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

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SAMPLE LESSON NOTES-WEEK 12
BASIC ONE

Abstract, thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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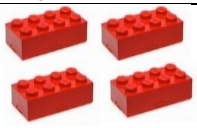

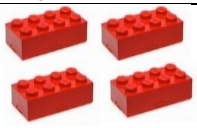

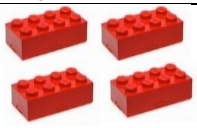

SCHEME OF LEARNING- WEEK 12

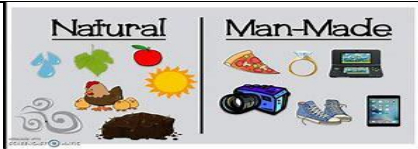
BASIC ONE

Name of School.....

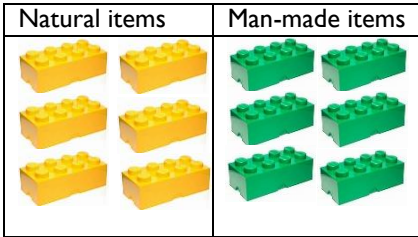
Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.10.1.3. B1.2.9.1.2. B1.4.12.1.1. B1.5.10.1.2. B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can speak with confidence before different audiences,</p> <p>B. Learners can recognize one hundred and twenty sight words including content words</p> <p>C. Learners can use words and simple sentences to describe self</p> <p>D. Learners can fill in blank spaces in simple words</p> <p>E. Learners can read a variety of age – appropriate books and texts from print.</p>	
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	<p>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.</p> <p>Ask learners to write down as many items they remember on a piece of paper.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Have learners draw members of their nuclear family.</p> <p>Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.</p> <p>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?</p> <p>Encourage shy learners to speak.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p style="text-align: center;">B. READING (Fluency)</p> <p>Have learners go over the sight words they have learnt during the period.</p> <p>Let learners echo-read simple texts.</p> <p>Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

		Have learners make simple meaningful sentences with the sight words.	
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE</p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 3x Three mingle (3 come together) •Mingle, mingle – mingle 4x four mingle (4 come together) 	<p>C. WRITING (<i>Descriptive Writing</i>)</p> <p>Model describing yourself in 2-3 simple sentences using simple descriptive words.</p> <p>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</p> <p>Assist learners to write out their sentences.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Spelling</i>)</p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board</p> <p>Learners to draw parts of the story they read</p>

Week Ending							
Class	One						
Subject	MATHEMATICS						
Reference	Mathematics curriculum Page 18						
Learning Indicator(s)	BI.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;							
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.	<p>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.</p>  <p>Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.</p> <table border="1" data-bbox="657 1123 1031 1312"> <thead> <tr> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: let learners solve several examples</p>	Boys	Girls			<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Boys	Girls						
							
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.	<p>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</p> <p>Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>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.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				



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

<p>Thursday</p>	<p>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.</p>	<p>Using the scenario in day one lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>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.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
<p>Friday</p>	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Using the scenario in day three lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>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.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 34		
Learning Indicator(s)	BI.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			
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 lesson. 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 lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 17		
Learning Indicator(s)	BI.5.4.I.I.		
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			
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.

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,			
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)
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners, in groups, talk about the role of the community in the upbringing of its members through discipline.</p> <p>Let learners dramatize or role-play the roles of members of the community in the upbringing of its members through discipline.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Learners to read and spell the key words on the board.</p>

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			
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)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <p>Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure. e.g. <i>Fred Akuffo and Ft. Jerry John Rawlings</i></p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Guide learners to name the presidents of Ghana since 1960. e.g. <i>Dr. Hilla Limann and John Agyekum Kuffour</i></p> <p>Using pictures and charts, learners talk about the eighth and ninth President of the country and dates of tenure.</p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

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	

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)
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i></p> 	<p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p>
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p>	<p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>	<p>Review the lesson activities through questions and answers.</p>

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			
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.

Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 15		
Learning Indicator(s)	BI.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			
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.