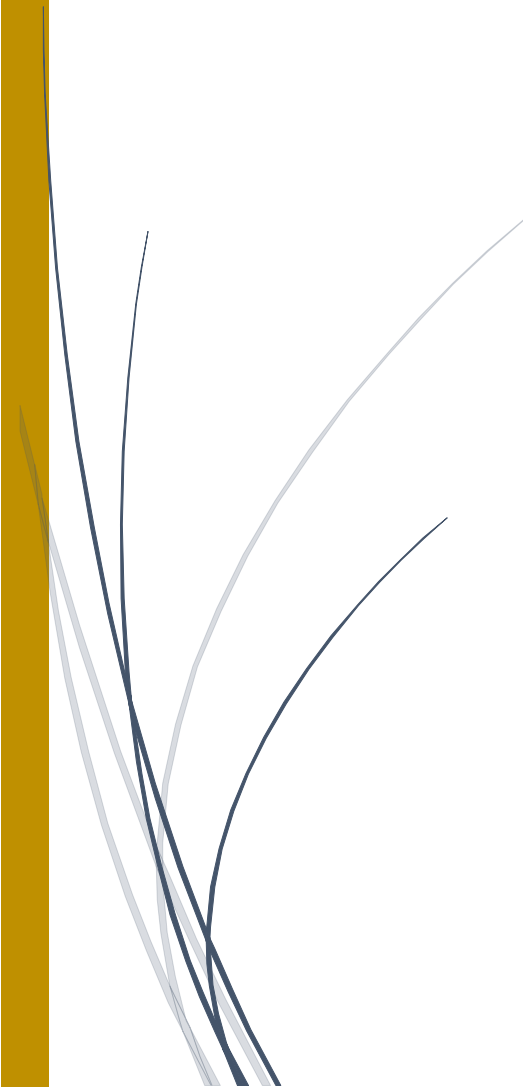


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SAMPLE LESSON NOTES-WEEK I
BASIC ONE

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

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK I

BASIC ONE

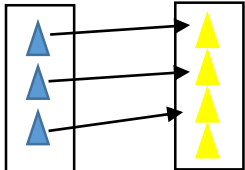
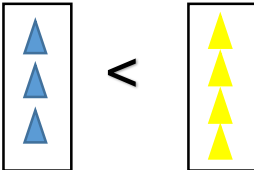

Name of School.....

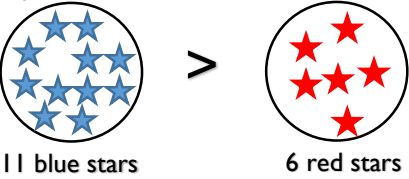
Week Ending	
Class	One
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	BI.1.7.1.4. BI.2.7.1.3. BI.4.5.1.2. BI.5.7.1.1. BI.6.1.1.1.
Performance Indicator	A. Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) B. Learners 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?</i> <i>ii. What color is the dress?</i> <i>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>"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>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>
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	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>
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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>