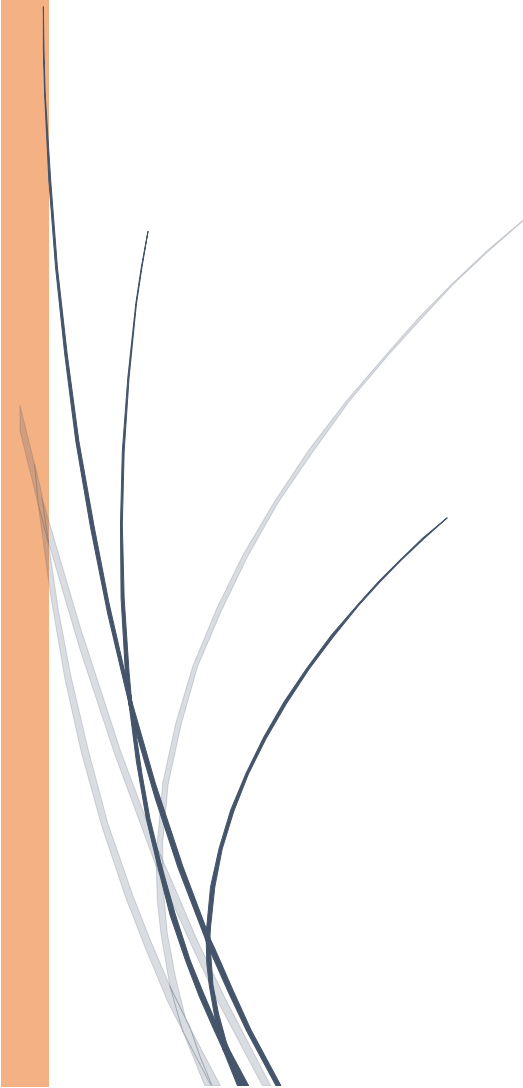




SAMPLE LESSON NOTES-WEEK TWO(2)
BASIC ONE



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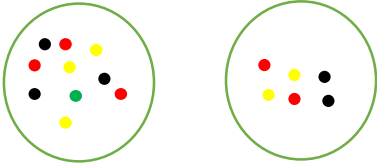
SAMPLE SCHEME OF LEARNING- WEEK ONE (I)



BASIC ONE



Name of School.....


Week Ending	17 th January, 2020		
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	BI.1.5.1.1. BI.2.3.1.1 BI.4.4.1.1. BI.5.4.1.1. BI.6.1.1.1.		
Performance Indicator	<p>A. Learners can dramatize stories heard.</p> <p>B. Learners can use common rhyming endings to decode simple words</p> <p>C. Learners can draw simple pictures of peers or various objects and use Learners can invented spelling to write about oneself</p> <p>D. Learners can use the present tense of verbs to describe habitual actions</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, handwriting on a manila card and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication and Collaboration			
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)
Monday	Tell learners an interesting story from your childhood, or something that occurred to you this weekend	<p>A. ORAL LANGUAGE (Dramatization and role play)</p> <p>Revise with learners, the roles of characters in a story.</p> <p>Assessment: Have learners role-play some specific characters in groups</p>	<p>Interview and ask learners to share their feelings about the roles they played</p> <p>Learners to tell the roles they will like to play in the next lesson and why</p>
Tuesday	<p>Learners to sing songs and recite rhymes</p> <p>Humpty Dumpty Humpty Dumpty sat on the wall, Humpty Dumpty had a great fall, All the kings horses and all the kings men, Couldn't put dumpty together again.</p>	<p>B. READING (Word families)</p> <p>Have learners build on these rhyming endings. Example; pat, mat, fat, sat,...</p> <p>In groups, let learners read out their words.</p> <p>Call learners in turns to form sentences with these rhyming words</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>
Wednesday	<p>Teacher gets a tall list of action words on it. Select a student to stand at the front of the room and act out a</p>	<p>C. WRITING (Labelling items)</p> <p>Let learners read and spell labeled items in the class</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>

	<p>word from your list (no speaking allowed). The rest of the class must then guess what the student is attempting to portray. Whoever guesses correctly can act the next word</p>	<p>Have learners go round to observe the pictures of friends.</p> <p>In groups, let learners share their observations.</p> <p>Assessment: Ask learners to draw and label three objects of their choice.</p>	<p>Give learners home task to make a list of items in the house and draw at least three of them</p>
Thursday	<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>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>using action words</i>)</p> <p>Have learners orally tell the class what they often do on Saturdays.</p> <p>Guide learners to write simple sentences and read it out to learners</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</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>Learners to draw parts of the story they read</p>

Week Ending	17 th January, 2020		
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B1.1.1.1.5		
Performance Indicator	Learners represent the comparison of two number up to 100 using the symbols “>, < or =”		
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Monday	<p>Revise with learners how to compare numbers using the phrases “greater than”, “less than” and “equal to”.</p> <p>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.</p>	<p>Begin by showing learners two plates of toffees. Make the plate on the left obviously have more toffees than the one on the right. Ask learners if they get to eat the toffees from one of the two plates, which one would they choose and why? They will probably choose the one with more toffees because it has more toffees.</p>  <p>10 is greater than 6</p> <p>Have learners count the number of toffees on each plates and write it on an index card under the plates. Place a card with the words “is greater than” between the two numbers. Read the comparison using the words and numbers. Do more examples like this using different amount of toffees using the phrase “less than” and “equal to”.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners more examples for practice</p>
Tuesday	<p>Engage learners to sing I’m counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire</p>	<p>Now introduce learners to the >, <, = symbols. Teacher can the use the “alligator eats the bigger number” method.</p> <p>Write the two numbers you want learners to compare. Example 25 and 40.</p> <p>Learners tell which is the bigger.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners more examples for practice</p>

	<ul style="list-style-type: none"> • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God 	<p>Teacher demonstrate the mouth of the alligator by opening their right hand thumb and index finger to eat the bigger number.</p> <p>Assessment: have learners practice with more examples.</p>	
Wednesday	<p>Have learners to write number patterns in the air</p> <p>Teacher mentions the number and learners write patterns in the air.</p>	<p>Now introduce learners to the $>$, $<$, $=$ symbols.</p> <p>Teacher can the use the “alligator eats the bigger number” method.</p> <p>Write the two numbers you want learners to compare. Example 25 and 40.</p> <p>Learners tell which is the bigger.</p> <p>Teacher demonstrate the mouth of the alligator by opening their right hand thumb and index finger to eat the bigger number.</p> <p>Assessment: have learners practice with more examples.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners more examples for practice</p>
Thursday	<p>Learners to sing songs and recite rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> 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 Which finger did it bite? This little finger on my right</p>	<p>Let learners practice how to write the $>$, $<$, $=$ symbols.</p> <p>The greater than symbol “$>$” points to the right.</p>  <p>The less than symbol “$<$” points to the left.</p>  <p>Assessment: Learners practice with more comparisons using the symbols</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners more examples for practice</p>

<p>Friday</p>	<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. They will have to fall down one by one until all of them will lay down, each time they say the verse</p>	<p>Get a small cardboard letter “V”</p> <p>Review the greater than and less than symbols with learners.</p> <p>Write a few numbers in the sand tray and allow learners to compare them using the cut out letter V.</p> <p>Example: 40  50</p> <p>68  76</p> <p>Assessment: have learners to solve with more examples in their workbooks.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners more examples for practice</p>
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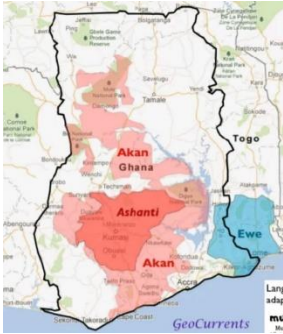
Week Ending	17 th January, 2020		
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 25		
Learning Indicator(s)	BI.2.2.1.1		
Performance Indicator	Learners can examine the structure of plants		
Strand	Cycle		
Sub strand	Life Cycle Of Organism		
Teaching/ Learning Resources	Plants, seeds, hand lens, paper, pencils, crayons, fruits		
Core Competencies: Critical Thinking and Problem Solving Personal Development and Leadership Communication and Collaboration Creativity and Innovation			
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 mention some examples of plants in their localities show pictures of young plants for them to observe and talk about it.	Let learners revise the external parts of young plants Encourage learners to water their young plants every morning Assessment: Learners talk about their observations on the sowed plants in groups and in turns	Ask learners to talk about what they have learnt and what they will like to learn in the next lesson.
	Use questions and answers to review what they learnt in the previous lesson.	Draw the external parts and display drawings for discussion. 	Give learners opportunity to talk about what they have learnt.
	Engage learners to play games and sing songs to get them ready for the lesson	Create weed albums using leaves of different plants. Let learners appreciate how beautiful and interesting nature is.	Give learners opportunity to talk about what they have learnt



Week Ending	17 th January, 2020
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 9
Learning Indicator(s)	BI.2.4.1.1.
Performance Indicator	Learners can describe the population structure of their class and the need to respect one another
Strand	All Around Us
Sub strand	Population and Settlement
Teaching/ Learning Resources	Map of Ghana, atlas, Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical thinking and problem solving	

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>Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them.</p> <p>Invite one person from each group to write their answers on the board</p>	<p>Learners in groups describe the structure of population in their class by sex and age. Example: there are 30 pupils in this class</p> <table border="1"> <tr> <td>Age:6 to 9yrs</td> <td>Age:10yrs and above</td> </tr> <tr> <td>Male 5</td> <td>Male 7</td> </tr> <tr> <td>Female 10</td> <td>Female 8</td> </tr> <tr> <td>Total: 15</td> <td>Total: 15</td> </tr> </table> <p>Have learners choose different age range to describe the structure of population in their class</p>	Age:6 to 9yrs	Age:10yrs and above	Male 5	Male 7	Female 10	Female 8	Total: 15	Total: 15	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Let learners read the keywords written on the board</p>
Age:6 to 9yrs	Age:10yrs and above										
Male 5	Male 7										
Female 10	Female 8										
Total: 15	Total: 15										
	<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. For example: jumping, stamping, crazy dance, hitting a nail etc.</p>	<p>Learners in groups describe the structure of population in their class by sex and age. Example: there are 30 pupils in this class</p> <table border="1"> <tr> <td>Age:6 to 9yrs</td> <td>Age:10yrs and above</td> </tr> <tr> <td>Male 5</td> <td>Male 7</td> </tr> <tr> <td>Female 10</td> <td>Female 8</td> </tr> <tr> <td>Total: 15</td> <td>Total: 15</td> </tr> </table> <p>Have learners choose different age range to describe the structure of population in their class</p>	Age:6 to 9yrs	Age:10yrs and above	Male 5	Male 7	Female 10	Female 8	Total: 15	Total: 15	<p>Review the lesson by calling learners in turns to tell how they are going to put what they have learnt into practice</p>
Age:6 to 9yrs	Age:10yrs and above										
Male 5	Male 7										
Female 10	Female 8										
Total: 15	Total: 15										
	<p>Engage learners to play games and sing songs to get them ready for the lesson</p>	<p>Learners talk about the need to respect one another regardless of age and sex as responsible citizens.</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>								

Week Ending	17 th January, 2020		
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 3		
Learning Indicator(s)	BI 2.1.1.2		
Performance Indicator	Learners can recite religious passages and sing religious songs		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious worship in the three main 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>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion</p>	<p>Guide learners to identify and describe the sacred books of the three main religion.</p> <p>Show pictures, video clips, etc. of songs and recitations from the three main religions.</p> <p>Let learners sing and recite texts from the three main religions: -</p> <p>The Lord's Prayer, Psalm 23 (Christian), - Al- Fātihah (Islamic)</p> <p>And any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Example: how many books are there in the old testament</p> <p>Ask learners to tell the class, what is so special about their religion</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	17 th January, 2020
Class	One
Subject	HISTORY
Reference	History curriculum Page 4
Learning Indicator(s)	BI.2.3.1.1
Performance Indicator	Learners can explain why, in the past, Ghana was known as the Gold Coast
Strand	My Country Ghana
Sub strand	How Ghana Got Its Name
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Learners develop digital literacy, national identity and national pride	

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 observe and talk about the map</p> 	<p>Use the internet to locate ancient Ghana empire.</p> <p>It is believed that the first people in the present day Ghana were people from an old empire called Ghana empire. The empire covered areas between Sudan and Mali. After the fall of the empire, some of the people settled in present day Ghana and others travelled to farm and trade. The Akans dominated and were believed to have come from Mande etc.</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>
	<p>Ask learners a few questions to review the previous lesson</p>	<p>Use the internet to locate the Akan forest regions of Ghana and talk about it</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	17 th January, 2020		
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI 2.1.1.2		
Performance Indicator	Learners can think about and describe the different performing artworks that are produced or performed in the local community		
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 and Innovation Communication Collaboration 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)
	<p>show pictures of people performing the “kete” dance to learners’</p> <p>let learners observe and talk about the pictures</p> 	<p>Have Learners to think and talk about performing artworks they know of or have seen performed in the local community.</p> <p>Today we shall look at the “kete” dance. “Kete” is a dance and drum ensemble commonly found in the Akan regions of Ghana. Etc.</p> <p>Guide learners to identify the props, costumes, instruments and elements, , used in performing the “kete” dance; drums (kwadum, apentemma, bakoma and akukuadwo), kete dawuro, donno and axatse.</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	17 th January, 2020		
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.1.6.1.1-2		
Performance Indicator	Learners can recognize the various categories of people to greet Discuss the correct terms for the various categories of people		
Strand	Oral Language		
Sub strand	Conversation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation 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>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>Ask learners to mention the people they greet.</p> <p>Discuss the categories of people in the community and how they are greeted.</p> <p>Demonstrate greetings of people of various categories in class.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Learners role play forms of greetings</p>
	Learners to sing songs and recite rhymes	<p>Assist learners to recognize the various categories of people to greet. E.g. Friends, parents, elders, etc.</p> <p>Discuss with learners, various terms for greeting.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Learners role play forms of greetings</p>
	Use questions and answers to review the previous lesson	<p>Demonstrate greetings of various categories of people using the correct terms.</p> <p>Assist learners to recognize the correct terms of greeting the various categories of people.</p>	<p>Learners to tell what was interesting about the lesson</p> <p>Learners role play forms of greetings</p>

Week Ending	17 th January, 2020		
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	BI.1.8.1.8		
Performance Indicator	Learners can demonstrate the underhand throw pattern		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as throwing and catching, precision, coordination, concentration, strength, balance and patience as well as teamwork, tolerance, 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)
	Take learners through general and specific warm ups.	<p>After learners had warmed up, demonstrate how underarm throw pattern is done by standing shoulder width apart with ball.</p> <p>Swing the hand with the ball backward as you simultaneously step forward with the foot.</p> <p>Swing the hand forward and throw the ball with the palm facing forward.</p> <p>Guide learners to practice as individuals and in groups. Observe them practice and give feedback for corrective practice and motivation.</p>	Organize underarm throw for distance or target. Let learners cool down to end the lesson.