



SAMPLE LESSON NOTES- WEEK ONE (I)
BASIC ONE

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SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

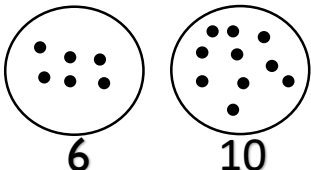
BASIC ONE

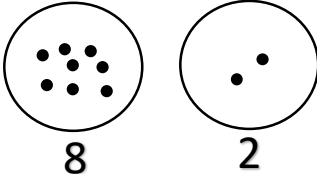
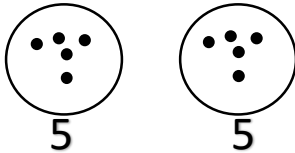
Name of School.....


Week Ending	10 th January, 2020		
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
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 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 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 (Dramatization and role play)</p> <p>Begin the lesson with the narration of a familiar story.</p> <p>Have learners identify the characters in the story and their roles.</p> <p>Assessment: learners to criticize each character in the story</p>	<p>Interview and ask learners to share their feelings about the roles of their favorite characters</p> <p>Learners to tell the roles they will like to play and why</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 (Word families)</p> <p>Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>


<p>Wednesday</p>	<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. <u>WRITING</u> (<i>Labelling items</i>)</p> <p>Let learners get pictures of friends or anybody and write at least three lines about the person. Paste this in a corner of the class.</p> <p>Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.</p> <p>Assessment: 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>Give learners home task to make a list of items in the house and draw at least three of them</p>
<p>Thursday</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.</p> <p>After a while teacher speeds up the tempo.</p> <p>For example: jumping, jumping, crazy dance, heading a ball etc.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>using action words</i>)</p> <p>Introduce the activity and tell learners two things you do daily. Put learners in groups to talk about the things they do every day.</p> <p>e. g. I wash my face every morning.</p> <p>Guide learners to write the two things they do in two 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>
<p>Friday</p>	<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>Learners to draw parts of the story they read</p>




Week Ending	10 th January, 2020
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 4
Learning Indicator(s)	BI.1.1.1.5
Performance Indicator	Learners can 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 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>Use the terms "more than" to compare two numbers between 1 to 50.</p> <p>Write the two numbers you want learners to compare. Example 6 and 10</p> <p>Learners to count and represent numbers with counters or bundle sticks</p> <p>Learners compare which of the sets have more counters and bundle sticks</p>  <p>Learners realize 10 is more than(>) 6</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Learners use the greater than (>) symbol to compare numbers between 1 to 50</p>
Tuesday	<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>Use the terms "more than" to compare two numbers between 1 to 50.</p> <p>Write the two numbers you want learners to compare. Example 25 and 40</p> <p>Learners to count and represent numbers with counters or bundle sticks</p> <p>Learners compare which of the sets have more counters and bundle sticks</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Learners use the greater than (>) symbol to compare numbers between 1 to 50</p>

<p>Wednesday</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>Use the terms "less than" to compare two numbers between 1 to 50.</p> <p>Write the two numbers you want learners to compare. Example 8 and 2</p> <p>Learners to count and represent numbers with counters or bundle sticks</p> <p>Learners compare which of the sets have less counters and bundle sticks</p> <div style="text-align: center;">  </div> <p>Learners realize 2 is less than(<) 8</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Learners use the less than (<) symbol to compare numbers between 1 to 50</p>
<p>Thursday</p>	<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>Use the terms "less than" or to compare two numbers between 1 to 50.</p> <p>Write the two numbers you want learners to compare. Example 48 and 36</p> <p>Learners to count and represent numbers with counters or bundle sticks</p> <p>Learners compare which of the sets have less counters and bundle sticks</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Learners use the less than (<) symbol to compare numbers between 1 to 50</p>
<p>Friday</p>	<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.</p> <p>Play the game in groups to encourage competition</p>	<p>Use the terms "the same as" to compare two numbers between 1 to 50.</p> <p>Write the two numbers you want learners to compare. Example 5 and 5</p> <p>Learners to count and represent numbers with counters or bundle sticks</p> <p>Learners compare which of the sets have less counters and bundle sticks</p> <div style="text-align: center;">  </div> <p>Learners realize 5 is same as(=) 5</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Learners use the equal to (<=) symbol to compare numbers between 1 to 50</p>


Week Ending	10 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)
	<p>call learners in turns to mention some examples of plants in their localities</p> <p>show pictures of young plants for them to observe and talk about it</p> 	<p>Assist learners to uproot young plants from the school environment and bring them to class</p> <p>Learners examine the external parts of the plants (using hand lens if available)</p> <p>Assessment: Learners talk about what they see in groups and in turns</p>	<p>Teacher moves round the groups to find out the progress learners are making with respect to the task given them and where necessary ask questions to guide them</p>
	<p>Use questions and answers to review what they learnt in the previous lesson.</p>	<p>Learners to show their young plants they brought from homes</p> <p>Call learners to tell the parts or structure of their young plants</p> <p>Assessment: Have learners to draw the structure of their young plants</p>	<p>Give learners opportunity to talk about what they have learnt.</p>
	<p>Paste a chart on the board showing different examples of young plants.</p> <p>Learners are to observe and talk about the pictures</p>	<p>Learners to re-sow their young plants in empty cans</p> <p>Teacher to ensure that all learners take part</p> <p>Encourage learners to water their young plants every morning</p>	<p>Give learners opportunity to talk about what they have learnt</p>

Week Ending	10 th January, 2020		
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 8		
Learning Indicator(s)	BI.2.3.I. 1.		
Performance Indicator	Learners can Identify the cardinal points		
Strand	All Around Us		
Sub strand	Map Making And Land Marks		
Teaching/ Learning Resources	Map of Ghana, atlas, Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving 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)
	<p>Bring a model cardinal point to class</p> <p>Pass it round for learners to observe.</p> <p>Ask learners to tell where they saw one and where.</p> 	<p>Learners talk about the cardinal points e.g. North, South, East and West.</p> <p>Learners stretch their arms sideways to demonstrate the cardinal points e.g. in front of me is North, to the right is East, to the left is West and to my back is South</p> <p>Assessment: Learners sketch the cardinal points and label them.</p>	<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>
	<p>Write the cardinal points on manila cards and put them on the teachers table.</p> <p>Call learners to identify the points as you mention them</p>	<p>Learners use the cardinal points in giving direction</p> <p>Guide Learners to discuss the importance of the cardinal points</p> <p>Assessment: Let learners identify the position of objects in the classroom using the cardinal points</p>	<p>Review the lesson by calling learners in turns to tell how they are going to put what they have learnt into practice</p>
	<p>Use questions and to review their understanding in the previous lesson</p> <p>Example: what are the four cardinal points etc.</p>	<p>Learners to role play with the cardinal points</p> <p>Assessment: Learners to sketch a map of their homes and school, and use the cardinal points to identify their positions</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>

Week Ending	10 th January, 2020		
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	BI 2.1.1.1		
Performance Indicator	Learners can name the three main types of worship in Ghana		
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>Show pictures, video clips of people worshipping among the three main religions in Ghana.</p> <p>- Christian worship</p>  <p>- Islamic worship</p>  <p>- Traditional worship.</p>  <p>Let learners role-play the act of worship in the three main religions in Ghana.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Example: mention the three main religions in Ghana</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	10 th January, 2020
Class	One
Subject	HISTORY
Reference	History curriculum Page 4 Golden History page 40-42
Learning Indicator(s)	B1.2.3.1.1
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 as they explore the origin of the name Ghana

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 in relation to the lesson</p> <p><u>GHANA IS MY HOME</u> Ghana is my home, Ghana is my home, Ghana, Ghana, Ghana is my home. 6th of March, 1957, Gha-na independence day!</p>	<p>Explain how the name was changed from Gold Coast to Ghana and discuss the English translation of the Portuguese name costa da mina - Gold Coast</p> <p>The Portuguese were the first Europeans to come to Ghana in 1471. They called the place “costa da mina” which means “coast of the mine”. The name was later changed to Gold Coast</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p> <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Example: what is the name of the first Europeans to come to Ghana? In which year did they arrived in Ghana?</p>
	<p>show pictures of the group that helped Ghana gained her independence</p>  <p>help learners to identify the names of personalities in the picture</p>	<p>Explain how the name was changed from Gold Coast to Ghana</p> <p>Discuss with learners about the pre-colonial era and our struggle to independence</p> <p>Ghana gained her independence on 6th March, 1957. Dr. Kwame Nkrumah was the leader of the group that gained independence.</p>	<p>Let learners match pictures to the names of the “Big Six”.</p> <p>Ask learners to summarize the important points of the lesson</p> <p>Ask learners questions to review their understanding</p>

Week Ending	10 th January, 2020
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI 1.1.1.2
Performance Indicator	Learners can think about and describe the different visual artworks that are produced or found in the local community
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 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>Learners sing song and recite rhymes about work.</p> <p>Show pictures of earthenware 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>Kwahu Nsaba is a town in the kwahu west district located along the Accra-Kumasi road. It is noted for its large production of earthen ware popularly known as "ayiwa" in the local dialect. The production of 'ayiwa' has been the main work for the people in this community. This artwork is used by majority for eating. The use of 'ayiwa' can be traced back to the ancient times, when there were no bowls and plates. Etc.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of "ayiwa" in groups</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 earthenware and other artworks(what is applicable in your community)</p> <p>Take learners on a field trip to observe the making of earthen wares.</p> <p>Assessment: call learners in turns to talk about how earthenware are made.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p>

Week Ending	10 th January, 2020		
Class	One		
Subject	GHANAIA N LANGUAGE		
Reference	Ghanaian Language curriculum Page 32		
Learning Indicator(s)	B1.1.5.1.1		
Performance Indicator	Learners can role play a character in a story		
Strand	Oral Language		
Sub strand	Dramatization and Role Play		
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)
	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.	Ask a learner to tell a story. Let learners discuss issues in the story told Direct learners to role play the story	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most
	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	Ask a learner to tell a story. Let learners discuss issues in the story told Direct learners to role play the story	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most
	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.	Ask a learner to tell a story. Let learners discuss issues in the story told Direct learners to role play the story	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most

Week Ending	10 th January, 2020		
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.1.7.1.7		
Performance Indicator	Learners can strike a light ball upward continuously, using a large, short-handled paddle.		
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 accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play, etc. as they practice how to strike light balls upward continuously using a large, short-handled paddle			
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 jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up.	Demonstrate to learners how to strike a ball upward continuously using a large, short-handled paddle Stand shoulder width apart with a ball and short-handle paddle. Toss the ball up and strike it upwards continuously as it drops to your reach with short-handle paddle or bat. Guide learners to practice as individuals and in groups at their own pace.	Assessment: Organize game for learners in pairs to serve and play a rally for fun and enjoyment End the lesson with cool down.