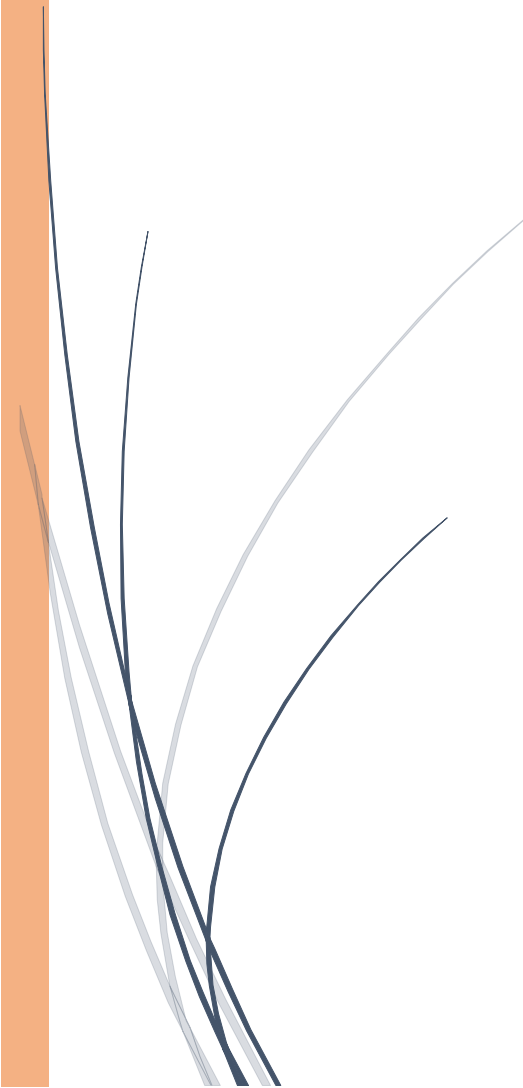




SAMPLE LESSON NOTES-WEEK THREE(3)
BASIC ONE



Fayol Inc.
sirhoa1@gmail.com

SCHEME OF LEARNING- WEEK THREE (3)

BASIC ONE



Name of School.....

Week Ending	24 th January 2020		
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	BI.1.5.1.1. BI.2.6.1.1. 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 read level-appropriate sight words and use many of them in meaningful sentences</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>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>A. ORAL LANGUAGE (Dramatization and role play)</p> <p>Learners to perform a sketch from a story they have heard.</p> <p>Let learners talk about theirs and others' roles.</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 sketch and why</p>
Tuesday	<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>B. READING (Word families)</p> <p>Introduce the appropriate sight words beginning with the commonest.</p> <p>Write them on the board, e.g. chair, table, child, etc.</p> <p>Use the word "tree" to teach the sight words.</p> <p>Assessment: Have learners repeat the words aloud.</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>Led learners to recite few rhymes</p> <p><u>Roses are red</u> Violets are blue</p>	<p>C. WRITING (Labelling items)</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>




	<p>Sugar is sweet And so are you.</p>	<p>Have each learner choose and draw a peer and write a line or two about that person.</p> <p>Assessment: Call learners to read out their descriptions aloud to the whole class</p>	<p>Give learners home task to write two things about their mother and father.</p>
Thursday	<p>Led learners to recite few rhymes</p> <p>"Itsy Bitsy Spider" Lyrics 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>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (using action words)</p> <p>Have each learner write two of the habitual things they do on Sundays.</p> <p>You may assist them with spelling.</p> <p>Assessment: Invite each of them to present their work to the class for the class to react to the presentations.</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>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	24 th January 2020		
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	BI.1.2.2.2		
Performance Indicator	Learners can use relationship between addition and subtraction to demonstrate understanding of equality for 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	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air. Randomly call learners to write a said number on the board	Demonstrate an understanding of the relationship between addition and subtraction Learners transform a subtraction as an equivalent addition and vice versa. e.g. $10-8= \square$ and $8+ \square = 10$ $12-2= \square$ and $2+ \square = 12$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. $10-8= \square$ $8+ \square = 10$
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.	Demonstrate an understanding of the relationship between addition and subtraction Learners transform a subtraction as an equivalent addition and vice versa. e.g. $10-8= \square$ and $8+ \square = 10$ $12-2= \square$ and $2+ \square = 12$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. $10-8= \square$ $12-2= \square$
Wednesday	Have learners to write number patterns in the air Learners to play games and sing songs to begin the lesson	Demonstrate an understanding of the relationship between addition and subtraction Learners transform a subtraction as an equivalent addition and vice versa. e.g. $10-8= \square$ and $8+ \square = 10$ $12-2= \square$ and $2+ \square = 12$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task. $8+ \square = 10$ $2+ \square = 12$
Thursday	Teacher calls out numbers from 1 to 20 Have learners to write number patterns in the air.	Demonstrate an understanding of the relationship between addition and subtraction	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson

	Randomly call learners to write a said number on the board	Learners transform a subtraction as an equivalent addition and vice versa. e.g. $10-8= \square$ and $8+ \square = 10$ $32-22= \square$ and $22+ \square = 32$	Give learners individual or home task.
Friday	Have learners to write number patterns in the air Learners to play games and sing songs to begin the lesson	Demonstrate an understanding of the relationship between addition and subtraction Learners transform a subtraction as an equivalent addition and vice versa. e.g. $40-8= \square$ and $8+ \square = 40$ $32-12= \square$ and $12+ \square = 32$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Week Ending	24 th January 2020		
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 26		
Learning Indicator(s)	BI.2. 2.1.2.		
Performance Indicator	Learners can observe different kinds of seeds		
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)
	Learners to play games and sing songs to begin the lesson	Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut). Assessment: Learners examine the external parts of different seeds. draw and display them for discussion.	Ask learners series of questions to review their understanding of the lesson
	Call 2 learners to share a story with the whole class. Learners to play games and sing songs to begin the lesson	Learners to draw the parts that are visible in their books.  Assessment: Learners display their drawings them for discussion.	Ask learners series of questions to review their understanding of the lesson
	Call 2 learners to share a story with the whole class. Learners to play games and sing songs to begin the lesson	Through a matching game, learners identify different fruits and their seeds 	Ask learners series of questions to review their understanding of the lesson

Week Ending	24 th January 2020
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 10
Learning Indicator(s)	BI.3.1.1.1.
Performance Indicator	Learners can explore the main types of worship in Ghana
Strand	Our Beliefs And Values
Sub strand	Worship
Teaching/ Learning Resources	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>Let learners listen to stories about creation and God.</p> <p>Learners play games to get them ready for the lesson</p>	<p>Show pictures, video clips, etc. of people worshipping in churches</p>  <p>Assessment: Learners role play some acts of worship of the Christians</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>Let learners listen to stories about creation and God.</p> <p>Learners play games to get them ready for the lesson</p>	<p>Show pictures, video clips, etc. of people worshipping in mosques</p>  <p>Assessment: Learners role play some acts of worship of the Muslims</p>	<p>Ask learners series of questions to review their understanding of the lesson</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>
	<p>Let learners listen to stories about creation and God.</p> <p>Learners play games to get them ready for the lesson</p>	<p>Show pictures, video clips, etc. of people worshipping in shrine.</p>  <p>Assessment: Learners role play some acts of worship of traditional worshippers</p>	<p>Ask learners series of questions to review their understanding of the lesson</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	24 th January 2020		
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B1.2.2.1.1:		
Performance Indicator	Learners can describe religious festivals in Ghana		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious festivals 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)
	Group learners according to the religion they belong Have each group sing songs and perform any act of worship of that religion	Guide learners to mention festivals celebrated by Christians- Christmas, Easter, etc. Guide learners to tell why Christians celebrate Christmas. Learners share their experiences on how the celebrated the past Christmas	Ask learners series of questions to review their understanding of the lesson Example: how many books are there in the old testament Have learners to read and spell the key words written on the board

Week Ending	24 th January 2020		
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 4		
Learning Indicator(s)	BI.2.3.1.2		
Performance Indicator	Learners can recall when the name Ghana came into formal use		
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 <i>MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40 <i>MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION 10 <i>MINS</i> (Learner And Teacher)
	Paste a chart on the board showing pictures of past important personalities Learners to observe and talk about the pictures	Discuss the role of Dr. J.B. Danquah in linking the civilizations of the ancient Ghana Empire to the Akan of the forest region of Ghana	Ask learners series of questions to review their understanding of the lesson
	Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins	Discuss the sequence of events leading to the change of name. When Dr. won the 1956 election, the name Ghana was suggested to the legislative assembly (parliament) The legislative assembly agreed to the change of name on 3 rd august 1956. The assembly wrote to the UK government to inform them about name change. Call learners in turns to some specific events leading to the change of name	Ask learners series of questions to review their understanding of the lesson Have learners to read and spell the key words written on the board

Week Ending	24 th January 2020		
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI 1.2.2.2 BI 1.2.3.2		
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		
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 and 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	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 clay pot. Demonstrate and guide learners to make a simple clay pot	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	Allow learners to practice in groups following the steps provided 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	24 th January 2020
Class	One
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	BI.1.7.1.1-3
Performance Indicator	Learners can describe themselves, their family and their classmates
Strand	Oral Language
Sub strand	Talking about oneself, family, people and places
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>Share an interesting story with learners about yourself.</p> <p>Call a learner to share his/her story to the whole class.</p>	<p>Put learners into groups and let learners talk about themselves.</p> <p>Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</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>Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings.</p> <p>Write a few of the said sentences on the board for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</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>Describe a friend or colleague to learners.</p> <p>Ask learners to tell you what they heard.</p> <p>Call learners out one by one to stand in front of the class to talk about their classmates. E.g. their names, where they live, and where they come from.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	24 th January 2020		
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	BI.1.8.1.9:		
Performance Indicator	Learners can throw and catch a self-tossed ball.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative 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)
	<p>Take learners through general and specific warm ups</p> <p>Show learners a video or pictures of people and throwing and catching a self-tossed ball</p>	<p>Take learners through warm-ups (general and specifics).</p> <p>Demonstrate throw and catch self-tossed ball by throwing a ball with two hands up and catch the ball as it drops.</p> <p>Guide learners to practice throw and catch self-tossed ball as individuals. Let them throw for others to catch.</p>	<p>Organize mini handball/basketball or netball game for learners to apply the skills for fun and enjoyment.</p> <p>End lesson with cool/warm down.</p>