




SAMPLE LESSON NOTES –WEEK FOUR(4)
BASIC ONE

SCHEME OF LEARNING- WEEK FOUR BASIC ONE

Name of School.....


Week Ending	31 st January 2020		
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum		
Learning Indicator(s)	B1.1.6.1.1. B1.2.6.1.1. B1.4.4.1.1. B1.5.4.1.1. B1.6.1.1.1.		
Performance Indicator	<p>A. Learners can use appropriate greetings for different times of the day</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>Engage learners to recite a few rhymes with actions</p> <p><u>CHUBBY CHEEKS</u> Chubby cheeks, dimpled chin, Rosy lips teeth within, Curly hair, very fair. Eyes are blue lovely too. Teachers pet is that you? Yes, yes, yes!</p>	<p><u>A. ORAL LANGUAGE</u> (Conversation Pg.8)</p> <p>Revise daily greetings by having learners identify greeting times in the day. e.g. Morning-Good morning, Afternoon-Good afternoon, Evening-Good evening.</p> <p>Discuss the correct responses to these greetings.</p> <p>Write greetings on flash cards and let learners use them in conversation.</p> <p>Assessment: Learners role play the various greetings and their responses using the flash cards.</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>
Tuesday	<p>Engage learners in the back to board game</p> <p>Display word cards on the teachers table in front of the class. Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound.</p>	<p><u>B. READING</u> (vocabulary Pg.23)</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>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board.</p>

	The leader then search through the word cards to identify the letter	Assessment: Read words and have learners repeat the words aloud	
Wednesday	Engage learners to recite a few rhymes with actions <u>PUT YOUR FINGER IN THE AIR</u> <i>(tune of if you are happy and you know it)</i> Put your finger in the Air, in the Air. 2x Put your finger in the Air, and leave it about a year Put your finger in the Air, in the Air.	<u>C. WRITING</u> <i>(Labelling items)</i> Have each learner choose and draw a peer and write a line or two about that person.  This is my friend, Esther. I like my friend Assessment: Call learners to read out their descriptions aloud to the whole class	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Review the lesson by asking learners to exhibit their drawings on the walls of the classroom for appreciation
Thursday	Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound	<u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(using action words)</i> Have each learner write two of the habitual things they do on weekdays. e.g. when I wake up every morning, I brush my teeth. I take by bathe etc. You may assist them with spelling. Assessment: Invite each of them to present their work to the class for the class to react to the presentations.	Ask learners to talk about what they have learnt. Give learners an individual or home task to write the following <u>I brush my teeth</u>
Friday	Engage learners to recite a few rhymes with actions Have a variety of age appropriate books for learners to make a choice from.	<u>E. EXTENSIVE READING</u> Using book tease or book talk, introduce the reading/ library time. Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement.	Learners to draw parts of the story they read

Week Ending	31 st January 2020		
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	BI.1.2.2.3 BI.1.2.3.1		
Performance Indicator	<ul style="list-style-type: none"> Learners can generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers within 20 Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10 		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to recite a few rhymes with actions <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.	Write addition and subtraction problems. Learners in their groups discuss and generate word problems to match the number sentences e.g. $2+2=4$ If ama has 2 oranges and Kofi also have 2 oranges. Altogether they have four oranges e.g. $5-2=3$ Henry has 5 pencils in his bag. He brings out 2 of the pencils, how many pencils are left in the bag?	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.
Tuesday	Engage learners to recite a few rhymes with actions <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> 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 6 - Sister 7 - Savior 8 - Eat more fruits 9 - Nana Yaw 10 - Thank your God. 	Guide learners to name numbers that is 1 more, 2 more, 1 less, or 2 less than a given number. Teacher calls out a number and learners are to mention numbers that are 1 more, 2 more, 1 less, or 2 less e.g. teacher mentions 5 1 more = 6 2 more = 7 1 less = 4 2 less = 2 Assessment: Let learners practice with more examples.	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.

Wednesday	<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>Guide learners to name the double of a number from 1 to 10.</p> <p>Teacher mentions a number and learners are to mention the double of that number.</p> <p>e.g. teacher mentions 4. The double of 4 is 8.</p> <p>Assessment: Learners to use model objects in finding double of numbers.</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 individual or home task.</p>
Thursday	<p>Engage learners to recite a few rhymes with actions</p> <p><u>SOMETHING PASS</u> Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala lala la Lololo loo Response: lolo loo lolo lolo lolo lo</p>	<p>Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100</p> <p>Teacher calls out a number and learners are to mention numbers that are 10 more or 10 less</p> <p>e.g. teacher mentions 15 10 more = 25 (15+10) 10 less = 5 (15-10)</p> <p>Assessment: Let learners practice with more examples.</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 individual or home task.</p>
Friday	<p>Have learners to write number patterns in the air</p> <p>Learners to play games and sing songs to begin the lesson</p>	<p>Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10)</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 individual or home task.</p>



Week Ending	31 st January 2020
Class	One
Subject	SCIENCE
Reference	Science curriculum Page 26
Learning Indicator(s)	B1.3.1.1.1
Performance Indicator	Learners can Identify the external human body parts by their appropriate names.
Strand	Systems
Sub strand	The Human Body System
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons
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)
	Engage learners to recite a few rhymes with actions <u>SHOW ME</u> Show me your h-e-a-d! This is my head Show me your e-y-e-s! This is my eyes etc.	Use songs to get learners to name the parts of their bodies e.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”. Assessment: Let learners brainstorm the uses of the parts of the body	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Use questions and answers to review what they learnt in the previous lesson Example: the mouth is used for..... The hands are used for..... Legs are used for.....	Use realia, videos or charts, pictures to guide learners identify the external parts of the human body.  Assessment: Let learners relate to the parts on the chart and also identify the parts on their body.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Use questions and answers to review the previous lesson with learners	Learners to role the functions of the parts of the body. e.g. my name is head. The store up the brains of the body. I help the eye, nose, ear and more to be in their position etc. Assessment: Change roles of learners to rotate the body parts using flash cards.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending	31 st January 2020		
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 10		
Learning Indicator(s)	B1.3.1.1.1.		
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>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>GOD IS THE CREATOR</u> God is the creator, who made all of us. He is the most high, in whom we put our trust. God always hears us, He help us to obey When we ask for help from him Sincerely everyday</p>	<p>Learners sing and recite texts from the three main religions.</p> <p>The Lord's Prayer, Psalm 23 (Christian)</p> <p>Al-Fathiha (Islamic) - Any recital from the traditional religion</p> <p>sacred myths, riddle, proverbs, etc. (Traditional)</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending	31 st January 2020		
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 3		
Learning Indicator(s)	BI.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 Muslims- etc. Guide learners to tell why Muslims celebrate. Learners share their experiences on how the celebrated the past	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	31 st January 2020
Class	One
Subject	HISTORY
Reference	History curriculum Page 4
Learning Indicator(s)	B1.2.3.1.2
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing songs and recite familiar rhymes relating 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>Discuss the role played by parliament and other individuals in the change of name from Gold Coast to Ghana</p> <p>Parliament was presented with the suggested name from Dr. Kwame Nkrumah and Dr. J B Danquah. They deliberated on it and agreed to the change. The legislative assembly wrote to the UK government to inform them about the name change.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	<p>Show pictures of Theodosia Okoh to learners for them to talk about it</p> 	<p>Discuss the role played by other individuals in the change of name from Gold Coast to Ghana</p> <p>After the change of name and independence, the national flag was also changed. It was designed by Theodosia Okoh.</p> 	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>

Week Ending	31 st January 2020		
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.2.2.2.2 BI.2.2.3.2		
Performance Indicator	Learners can create own artworks to express own ideas of performing artworks produced or found in the local community.		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity 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)
	Engage learners to sing some popular traditional songs they know. Kro kro hinkro Kro kro hinkro ee, Yaa Asantewaa ee, Kro kro hinkro ee, Yaa Asantewaa, Obaa besia ongyina premuano ee, Wayɛ biama y n, Kro kro hinkro ee, Yaa Asantewaa.	In the previous lesson we learned how the “Kete” dance reflect the lives of Akan regions of Ghana. Guide learners to create own dance to reflect their culture. Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc. Guide learners to determine the style and plan the dance	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to sing some popular traditional songs they know.	Show learners a video or pictures of the dance you want to teach.  Demonstrate the dance moves to learners as they observe. Have learners practice the moves in a formation dance	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Learners to tell the part of the lesson that interest them most.

Week Ending	31 st January 2020
Class	One
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B1.2.4.1.1-3
Performance Indicator	<ul style="list-style-type: none"> • Learners can blend sounds to produce syllables • Learners can blend syllables to produce simple words • Learners can segment syllables and words into sounds and words
Strand	Reading
Sub strand	Phonics: letter and sound knowledge
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 sing the alphabets song A B C SONG A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me	Write the letters of the alphabet on the board. Say the sounds aloud to learners. Let learners say the sounds of the letters. Lead learners to use the sounds of the letters on the board to produce syllables. E.g.: /b/ + /a/ = ba /t/ + /o/ = to etc.	Learners to tell what was interesting about the lesson. Engage learners to play the alphabet games.
	Teacher mentions a word, e.g. cat Learners write its rhyming word Sing songs and recite familiar rhymes in relation to the lesson	Write letters on the board and create some syllables from them. Write the syllables on the board. Lead learners to use the syllables on the board to produce simple words. Say the simple words aloud to learners. E.g.: /ba/ + /se/ = base /cry/ + /ing/ = crying.	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.
	Select 10 words and write them two different times on word cards. Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.	Revise sounds and syllables with learners. Write some words on the board and lead learners to segment the words into syllables and sounds. Ask learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written on the board.

Week Ending	31 st January 2020		
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.1.8.1.10		
Performance Indicator	Learners can catch a flying ball above the head.		
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>Lead learners through warm-ups activities.</p> <p>Show learners pictures of videos depicting. people catching a flying ball above the head</p>	<p>Demonstrate how to catch a flying ball by stretching the arms forward, fingers opened with thumbs and index fingers close to each other.</p> <p>Let learners throw a ball and step forward to catch it.</p> <p>Guide learners in pairs to throw and catch flying balls in turns whiles you observe and give feedback.</p> <p>Organize a mini game (handball) for learners to apply the skills in real life situation with fun and enjoyment.</p>	<p>End the lesson with cool down.</p>