

SEMESTER ONE
BASIC ONE
ANNUAL SCHEME OF LEARNING
FIRST SEMESTER SCHEME OF LEARNING
WEEK 1 - 19

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

NANA FILFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
		Asking and Answering Questions
1	Pre-Reading Activities	Comprehension
	Pre-Writing	Controlled Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Asking and Answering Questions
	Pre-Reading Activities	Comprehension
	Pre-Writing	Controlled Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Rhymes	Giving and Responding to Commands/Instructions and Making Requests
	Pre-Reading Activities	Comprehension
	Penmanship	Controlled Writing
	Using Capitalisation	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Giving and Responding to Commands/Instructions and Making Requests
	Phonics	Comprehension
	Penmanship	Controlled Writing
	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Story Telling	Presentation
	Phonics	Fluency
	Writing Letters – Small and Capital	Controlled Writing
	Using Action Words	Using Simple Prepositions

	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role-Play	Presentation
	Word Families, Rhyming Endings and Common Digraphs	Fluency
	Writing Letters – Small and Capital	Controlled Writing
	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Dramatisation and Role-Play	
	Word Families, Rhyming Endings and Common Digraphs	Pre-Reading Activities
	Labelling Items	Writing Letters – Small and Capital
	Using Qualifying Words – Adjectives	Using Capitalisation
	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
8	Conversation	Conversation
	Vocabulary	Pre-Reading Activities
	Labelling Items	Writing Letters – Small and Capital
	Using Qualifying Words – Adjectives	Using Capitalisation
	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
9	Conversation	Conversation
	Vocabulary	Phonics
	Writing Simple Words and Sentences	Writing Letters – Small and Capital
	Using Qualifying Words – Adjectives	Using Capitalisation
	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
10	Listening Comprehension	Listening Comprehension
	Comprehension	Phonics
	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Simple Prepositions	Using Capitalisation
	Building the Love and Culture of Reading	uilding the Love and Culture of Reading
11	Listening Comprehension	Listening Comprehension
	Comprehension	Vocabulary

	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Simple Prepositions	Using Action Words
	Building the Love and Culture of Reading	building the Love and Culture of Reading
12	Listening Comprehension	Asking and Answering Questions
	Comprehension	Vocabulary
	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Simple Prepositions	Using Action Words
	Building the Love and Culture of Reading	building the Love and Culture of Reading
13		
14		Asking and Answering Questions
	Pre-Reading Activities	Comprehension
	Pre-Writing	Controlled Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	building the Love and Culture of Reading
15	Story Telling	Giving and Responding to Commands/Instructions
	Pre-Reading Activities	Comprehension
	Pre-Writing	Controlled Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	building the Love and Culture of Reading
16	Conversation	Giving and Responding to Commands/Instructions
	Phonics	Comprehension
	Writing Letters – Small and Capital	Controlled Writing
	Using Capitalisation	Using Simple Prepositions
	Building the Love and Culture of Reading	building the Love and Culture of Reading
17	Conversation	Presentation
	Phonics	Comprehension

	Writing Letters – Small and Capital	Descriptive Writing
	Using Capitalisation	Using Simple Prepositions
	Building the Love and Culture of Reading	building the Love and Culture of Reading
18	Listening Comprehension	Presentation
	Vocabulary	Fluency
	Writing Simple Words and Sentences	Descriptive Writing
	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	building the Love and Culture of Reading
19	Listening Comprehension	Presentation
	Vocabulary	Fluency
	Writing Simple Words and Sentences	Descriptive Writing
	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	building the Love and Culture of Reading
20		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

MATHS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Number: Counting, Representation, Cardinality & Ordinality	Fractions
2	Number: Counting, Representation, Cardinality & Ordinality	Fractions
3	Number: Counting, Representation, Cardinality & Ordinality	2D and 3D Shapes
4	Number Operations (Addition, Subtraction, Multiplication and Division)	Position /Transformation
5	Number Operations (Addition, Subtraction, Multiplication and Division)	Measurement – Length, Mass and Capacity
6	Number Operations (Addition, Subtraction, Multiplication and Division)	Measurement – Length, Mass and Capacity
7	Fractions	Number: Counting, Representation, Cardinality & Ordinality
8	Fractions	Number: Counting, Representation, Cardinality & Ordinality
9	Money	Number: Counting, Representation, Cardinality & Ordinality
10	Patterns and Relationship	Number Operations (Addition, Subtraction, Multiplication and Division)
11	2D and 3D Shapes	Number Operations (Addition, Subtraction, Multiplication and Division)
12	2D and 3D Shapes	Number Operations (Addition, Subtraction, Multiplication and Division)
13		
14	Number: Counting, Representation, Cardinality & Ordinality	Number Operations (Addition, Subtraction, Multiplication and Division)
15	Number: Counting, Representation, Cardinality & Ordinality	2D and 3D Shapes
16	Number: Counting, Representation, Cardinality & Ordinality	2D and 3D Shapes
17	Number Operations (Addition, Subtraction, Multiplication and Division)	Data Collection, Organisation, Interpretation, Presentation and Analysis
18	Number Operations (Addition, Subtraction, Multiplication and Division)	Data Collection, Organisation, Interpretation, Presentation and Analysis
19	Number Operations (Addition, Subtraction, Multiplication and Division)	Data Collection, Organisation, Interpretation, Presentation and Analysis
20		

WHATSAPP ONLY 0245350591

21		
----	--	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	ECOSYSTEM
2	LIVING AND NON-LIVING THINGS	ECOSYSTEM
3	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
4	LIVING AND NON-LIVING THINGS	SOURCES AND FORMS OF ENERGY
5	LIVING AND NON-LIVING THINGS	ELECTRICITY AND ELECTRONICS
6	MATERIALS	ELECTRICITY AND ELECTRONICS
7	MATERIALS	FORCES AND MOVEMENT
8	MATERIALS	FORCES AND MOVEMENT
9	MATERIALS	PERSONAL HYGIENE AND SANITATION
10	MATERIALS	PERSONAL HYGIENE AND SANITATION
11	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
12	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
13		
14	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
15	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
16	EARTH SCIENCE	SCIENCE AND INDUSTRY
17	LIFE CYCLES OF ORGANISMS	SCIENCE AND INDUSTRY
18	LIFE CYCLES OF ORGANISMS	CLIMATE CHANGE
19	THE HUMAN BODY SYSTEMS	CLIMATE CHANGE
20		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

OWOP

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Nature of God	Being a Leader
2	Myself	Being a Leader
3	My Family and the Community	Being a Citizen
4	My Family and the Community	Authority and Power
5	Home and School	Authority and Power
6	The Environment and the Weather	Authority and Power
7	The Environment and the Weather	Authority and Power
8	The Environment and the Weather	Responsible Use of Resources
9	Plants and Animals	Farming in Ghana
10	Plants and Animals	Farming in Ghana
11	Plants and Animals	Farming in Ghana
12	Plants and Animals	Our Neighbouring Countries
13		
14	Map Making and Land Marks	Introduction to Computing
15	Population and Settlement	Introduction to Computing
16	Worship	Sources of Information
17	Worship	Technology in Communication
18	Festivals	Technology in Communication
19	Basic Human Rights	Technology in Communication
20		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

RME

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices
2	God the Creator	Religious Worship, Prayer and other Religious Practices
3	God the Creator	Religious Festivals in the Three Major Religions in Ghana
4	God the Creator	Religious Festivals in the Three Major Religions in Ghana
5	God the Creator	Religious Festivals in the Three Major Religions in Ghana
6	God the Creator	Religious Festivals in the Three Major Religions in Ghana
7	God the Creator	Birth of the Leaders of the three Major Religions in Ghana
8	God the Creator	Birth of the Leaders of the three Major Religions in Ghana
9	God the Creator	Birth of the Leaders of the three Major Religions in Ghana
10	God the Creator	Roles and Relationships
11	God the Creator	Roles and Relationships
12	God the Creator	Roles and Relationships
13		
14	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
15	Religious Worship, Prayer and other Religious Practices	Roles and Relationships

WHATSAPP ONLY 0245350591

16	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
17	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
18	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
19	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
20		
21		

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

YEARLY SCHEME OF LEARNING

HISTORY

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Why and How We Study History	How Ghana Got Its Name
2	Why and How We Study History	Some Selected Individuals
3	Why and How We Study History	Some Selected Individuals
4	Why and How We Study History	Some Selected Individuals
5	Why and How We Study History	Some Selected Individuals
6	Why and How We Study History	Some Selected Individuals
7	Community History	Arrival of Europeans
8	Community History	Arrival of Europeans
9	Community History	Arrival of Europeans
10	Community History	Arrival of Europeans
11	Community History	The Republics
12	Community History	The Republics
13		
14	How Ghana Got Its Name	The Republics
15	How Ghana Got Its Name	The Republics
16	How Ghana Got Its Name	The Republics
17	How Ghana Got Its Name	The Republics
18	How Ghana Got Its Name	The Republics
19	How Ghana Got Its Name	The Republics
20		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Displaying and Sharing
2	Thinking and exploring (Performing Arts)	Displaying and Sharing
3	Planning, Making and Composing (Visual Arts)	Appreciating and Appraising (Visual Arts)
4	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising (Performing Arts)
5	Planning, Making and Composing	Display and Sharing School-Based Project (Visual and Performing Arts)
6	Planning, Making and Composing	Appreciating and Appraising (Visual and Performing Arts)
7	Displaying and Sharing	Thinking and exploring (Visual Arts)
8	Displaying and Sharing	Thinking and exploring (Performing Arts)
9	Displaying and Sharing (Visual Arts & Performing Arts)	Planning, Making and Composing (Visual Arts)
10	Displaying and Sharing / Appreciating and Appraising (Performing Arts)	Planning, Making and Composing (Performing Arts)
11	Appreciating and Appraising (Visual and Performing Arts))	Planning, Making and Composing
12	Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing
13		
14	Thinking and exploring (Visual Arts)	Displaying and Sharing
15	Thinking and exploring (Performing Arts)	Displaying and Sharing

WHATSAPP ONLY 0245350591

16	Planning, Making and Composing (Visual Arts)	Appreciating and Appraising (Visual Arts)
17	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising (Performing Arts)
18	Planning, Making and Composing	Display and Sharing (Visual and Performing Arts)
19	Planning, Making and Composing	Appreciating and Appraising (Visual and Performing Arts)
20		
21		

Vetted by : Signature: Date :

YEARLY SCHEME OF LEARNING

GHANAIAI LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Songs Rhymes	Writing Letters-Small and Capital
2	Listening and Story Telling	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom
3	Dramatisation and Role Play Conversation	Integrating Grammar in Written Language (Use of Qualifying Words)
4	Pre-Reading Activities	Integrating Grammar in Written Language (Use of Qualifying Words/ Postpositions)
5	Print Concept Phonological and Phonemic Awareness	Read Aloud With Children
6	Phonics: Letter and Sound Knowledge	Writing Letters-Small and Capital
7	Penmanship/Handwriting	Giving and Following Commands/Instructions
8	Penmanship/Handwriting	Giving and Following Commands /Instructions
9	Writing Letters-Small and Capital	Presentation
10	Integrating Grammar in Written Language (Capitalization)	Comprehension
11	Integrating Grammar in Written Language (Use of Action Words)	Silent Reading

WHATSAPP ONLY 0245350591

12	Building the Love and Culture of Reading	Fluency
13		
14	Conversation/ Talking about Oneself, Family, People and Places	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom
15	Talking about Oneself, Family, People and Places	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom
16	Listening Comprehension/ Asking and Answering Questions	Copying/Writing Simple Sentences with Correct Spacing
17	Phonics: Letter and Sound Knowledge	Integrating Grammar in Written Language (Use of Postpositions)
18	Phonics: Letter and Sound Knowledge	Integrating Grammar in Written Language (Spelling)
19	Vocabulary (Sight and Content Vocabulary)	Read Aloud With Children
20		
21		

Vetted by :

Signature: Date :

YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Dynamics,
2	LOCOMOTOR SKILLS	Relations,
3	LOCOMOTOR SKILLS	Body Management
4	MANIPULATIVE SKILLS	Strategies
5	MANIPULATIVE SKILLS	Strategies
6	MANIPULATIVE SKILLS	Aerobic capacity
7	MANIPULATIVE SKILLS	STRENGTH
8	MANIPULATIVE SKILLS	ENDURANCE
9	MANIPULATIVE SKILLS	FLEXIBILITY
10	MANIPULATIVE SKILLS	Fitness Programme,
11	MANIPULATIVE SKILLS	Healthy Diet,
12	MANIPULATIVE SKILLS	Safety and Injuries,
13		
14	Manipulative skills.	Self-Responsibility
15	Manipulative skills.	Social Interaction
16	Rhythmic skills.	Group Dynamics
17	Rhythmic skills.	Critical Thinking
18	Rhythmic skills.	Critical Thinking
19	Space Awareness,	Critical Thinking
20		
21		

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Pre-Reading Activities	B1.2.1.1.	B1.2.1.1.1	Word cards sentence cards, class library
	Writing	Pre-Writing	B1. 4.1.1.	B1. 4.1.1.1	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
2	Oral Language	Songs	B1.1.1.1..	B1.1.1.1.1.	Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	
	Writing	Pre-Writing	B1. 4.1.1	B1. 4.1.1.1	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
3	Oral Language	Rhymes	B1.1.2.1.	B1.1.2.1.1	Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
4	Oral Language	Story Telling	B1.1.3.1..	B1.1.3.1.1.	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1..	B1.2.2.1.1.	
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
5	Oral Language	Story Telling	B1.1.3.1..	B1.1.3.1.1.	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.2	
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
6	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards

	Reading	Word Families, Rhyming Endings and Common Digraphs	B1.2.3.1.	B1.2.3.1.1	sentence cards, class library
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.1	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
7	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards sentence cards, class library
	Reading	Word Families, Rhyming Endings and Common Digraphs	B1.2.3.1.	B1.2.3.1.1	
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
8	Oral Language	Conversation	B1.1. 6.1..	B1.1. 6.1.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1.	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
9	Oral Language	Conversation	B1.1. 6.1.	B1.1. 6.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B1.5. 5.1.	B1.5. 5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
10	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.1.	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
11	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.2	

	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	sentence cards, class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
12	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B1.2. 7.1	B1.2. 7.1.3	
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	
13					
14					Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.2	
	Writing	Pre-Writing	B1.4.1.1. .	B1.4.1.1. 2.	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1..	B1.5.1.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1..	B1.6.1.1.1.	
15	Oral Language	Story Telling	B1.1.4.1..	B1.1.4.1.2.	Word cards sentence cards, class library
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.2	
	Writing	Pre-Writing	B1.4.1.1..	B1.4.1.1. 2.	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1..	B1.6.1.1.1.	
16	Oral Language	Conversation	B1.1.6.1.	B1.1.6.1.3	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1..	B1.2.2.1.3.	
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.2	
	Using Writing Conventions	Using Capitalisation	B1.5.1.1..	B1.5.1.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1..	B1.6.1.1.1.	
17	Oral Language	Conversation	B1.1.6.1..	B1.1.6.1.4.	Word cards sentence cards, class library
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.4	

	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.2	Word cards sentence cards, class library
	Using Writing Conventions	Using Capitalisation	B1.5.1.1..	B1.5.1.1.2.	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1..	B1.6.1.1.1.	
18	Oral Language	Listening Comprehension	B1.1.7.1..	B1.1.7.1.3.	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.2	
	Writing	Writing Simple Words and Sentences	B1.4.5.1..	B1.4.5.1.2.	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1..	B1.6.1.1.1.	
19	Oral Language	Listening Comprehension	B1.1.7.1..	B1.1.7.1.3.	Word cards sentence cards, class library
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.2	
	Writing	Writing Simple Words and Sentences	B1.4.5.1..	B1.4.5.1.2.	
	Using Writing Conventions	Using Action Words	B1.5.4.1.	B1.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1.	
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.1.	B1.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.2..	B1.1.1.2.1.	
3	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.2.	B1.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
4	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.2.	B1.1.1.2.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
5	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B1.1.1.2.	B1.1.1.2.3	Plants and animals in the environment, plastics, stones, pictures videos paper,
6	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.2	
8	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.2	
9	DIVERSITY OF MATTER	MATERIALS	B1.1.2.2.	B1.1.2.2.1	
10	DIVERSITY OF MATTER	MATERIALS	B1.1.2.3.	B1.1.2.3.1	
11	CYCLES	EARTH SCIENCE	B1.2.1.1.	B1.2.1.1.1	

12	CYCLES	EARTH SCIENCE	B1.2.1.2.	B1.2.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
13					
14	CYCLES	EARTH SCIENCE	B1.2.1.3.	B1.2.1.3.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
15	CYCLES	EARTH SCIENCE	B1.2.1.4.	B1.2.1.4.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
16	CYCLES	EARTH SCIENCE	B1.2.1.4.	B1.2.1.4.2	Plants and animals in the environment, plastics, stones, pictures videos paper,
17	CYCLES	LIFE CYCLES OF ORGANISMS	B1.2. 2.1	B1.2. 2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
18	CYCLES	LIFE CYCLES OF ORGANISMS	B1.2. 2.1..	B1.2. 2.1.2.	Plants and animals in the environment, plastics, stones, pictures videos paper,
19	SYSTEMS	THE HUMAN BODY SYSTEMS	B1.3.1.1.	B1.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B2.1.1.1.	B2.1.1.1.1:	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B2.1.1.1.:	B2.1.1.1.1:	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	God the Creator	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	God the Creator	B2. 1.2.1:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
8	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
9	God, His Creation and Attributes	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
10	God, His Creation and Attributes	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words, posters, video clip, etc
11	God, His Creation and Attributes	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words, posters, video clip, etc
12	God, His Creation and Attributes	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall words, posters, video clip, etc
13					

WHATSAPP ONLY 0245350591

14	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.1.1.	B1.2.1.1.1	
15	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1 2.1.1.	B1 2.1.1.1	
16	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1 2.1.1.	B1 2.1.1.1	
17	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1 2.1.1.	B1 2.1.1.1	
18	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.2.1.	B1.2.2.1.2	
19	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.2.1.	B1.2.2.1.2	
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 2 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1.	B1 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.5.	B1 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.5.	B1 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing (Visual Arts & Performing Arts)	B1 1.4.6. B1 2.4.6.	B1 1.3.4.2 B1 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B1 1.4.7. B1 2.4.7.	B1 1.3.5.1 B1 2.4.7.2	-do-

		(Performing Arts)			
11	Performing Arts	Appreciating and Appraising (Visual and Performing Arts))	B1 2.3.4.	B1 1.4.6.2 B1 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B1.1.4.7. B1.2.4.7.	B1 1.4.6.2 B1 2.4.6.2	-do-
13					
14	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1.	B1 1.1.1.2	-do-
15	Performing arts	Thinking and exploring (Performing Arts)	B1 2.1.1.	B1 2.1.1.2	-do-
16	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.2	-do-
17	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.2	-do-
18	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.2	-do-
19	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.3	-do-
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	
3	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.1.	B1.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Fractions	B1.1.3.1.	B1.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Fractions	B1.1.3.1.	B1.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Money	B1.1.4.1.	B1.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

10	Algebra	Patterns and Relationship	B1.2.1.1.	B1.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B1.3.1.1.	B1.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
13					
14	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.3	
15	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.4	
16	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.2.2.	B1.1.2.2.3	
17	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.3	
18	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.3.	B1.1.2.3.1	
19	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.3.	B1.1.2.3.1	
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
2	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
3	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.1	A map of Ghana, Posters, documentary
4	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
5	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
6	History as a Subject	Why and How We Study History	B1.1.1.1.	B1.1.1.1.2	A map of Ghana, Posters, documentary
7	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
8	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
9	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
10	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary

11	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
12	History as a Subject	Community History	B1.1.4.2.	B1.1.4.2.1	Posters, documentary
13					
14	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	Posters, documentary
15	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	Posters, documentary
16	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	Posters, documentary
17	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	Posters, documentary
18	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	Posters, documentary

WHATSAPP ONLY 0245350591

19	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	Posters, documentary
20					
21					

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B1.1.1.1.	B1.1.1.1.1	Pictures, Charts, Video Clip
2	ALL ABOUT US	Myself	B1.1.2.1.1	B1.1.2.1.1	Pictures, Charts, Video Clip
3	ALL ABOUT US	My Family and the Community	B1.1.3.1..	B1.1.3.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B1.1.3.1..	B1.1.3.1.1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B1.1.4.1. .	B1.1.4.1. 1.	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B1.2.1.1..	B1.2.1.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	The Environment and the Weather	B1.1.1.2.	B1.2.1.2.1	Pictures, Charts, Video Clip
8	ALL AROUND US	The Environment and the Weather	B1.1.1.2.	B1.2.1.2.1	Pictures, Charts, Video Clip
9	ALL AROUND US	Plants and Animals	B1.2.2.1..	B1.2.2.1.1.	Pictures, Charts, Video Clip
10	ALL ABOUT US	Plants and Animals	B1.2.1.3.	B1.2.2.2.1	Pictures, Charts, Video Clip
11	ALL ABOUT US	Plants and Animals	B1.2.1.3.	B1.2.2.2.1	Pictures, Charts, Video Clip
12	ALL ABOUT US	Plants and Animals	B1.2.1.3.	B1.2.2.2.1	Pictures, Charts, Video Clip
13					
14	ALL AROUND US	Map Making and Land Marks	B1.2.3.1.	B1.2.3.1. 1.	
15	ALL AROUND US	Population and Settlement	B1.2.4.1.	B1.2.4.1.1.	
16	OUR BELIEFS AND VALUES	Worship	B1.3.1.1.	B1.3.1.1.1.	
17	OUR BELIEFS AND VALUES	Worship	B1.3.1.1.	B1.3.1.1.1.	
18	OUR BELIEFS AND VALUES	Festivals	B1.3.2.1.	B1.3.2.1.1	
19	OUR BELIEFS AND VALUES	Basic Human Rights	B1.3.3.1.	B1.3.3.1.1.	
20					
21					

Vetted by : Signature: Date :

FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B1.1.1.1.	B1.1.1.1.1:	Balls, Videos and Picture,
2	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B1.1.1. 1.:	B1.1.1. 1.2:	Drums, Speakers
3	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B1 .1.1.1.	B1 .1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.1	Drums, Speakers
5	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.:	B1.1.2.1.2:	Balls, Videos and Picture,
6	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.3	Drums, Speakers
7	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.4	Balls, Videos and Picture,
8	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.5	Drums, Speakers
9	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.7	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.8	Videos and Picture, Drums
12	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B1.1.2.1.	B1.1.2.1.8	Videos and Picture, Drums
13					
14	Motor Skills and Movement Pattern	Manipulative skills.	B1.1.2.1.	B1.1.2.1.9	
15	Motor Skills and Movement Pattern	Manipulative skills.	B1.1.2.1.	B1.1.2.1.10	
16	Motor Skills and Movement Pattern	Rhythmic skills.	B1.1.3.1.	B1.1.3.1.1	
17	Motor Skills and Movement Pattern	Rhythmic skills.	B1.1.3.1.	B1.1.3.1.2	

WHATSAPP ONLY 0245350591

18	Motor Skills and Movement Pattern	Rhythmic skills.	B1.1.3.1.	B1.1.3.1.3	
19	Movement Concepts, Principles and Strategies	Space Awareness,	B1.2.1.2.	B1.2.1.2.1:	
20					
21					

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

FIRST SEMESTER SCHEME OF LEARNING

Scheme of Learning for GHANAIAN LANGUAGE P1 SEMESTER 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs Rhymes	B1.1.1.1. B1.1.2.1.	B1.1.1.1.1. B1.1.2.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Listening and Story Telling	B1.1.4.1. B1.1.4.1. B1.1.4.1.	B1.1.4.1. 1 B1.1.4.1.2 B1.1.4.1.3	
3.	Oral Language	Dramatisation and Role Play Conversation	B1.1.5.1. B1.1.6.1.	B1.1.5.1.1 B1.1.6.1.1	
4.	Reading	Pre-Reading Activities	B1.2.1.1. B1.2.1.1. B1.2.1.1.	B1.2.1.1.1. B1.2.1.1.2 B1.2.1.1.3	Manila cards, markers, recorded audio-visual
5.	Reading	Print Concept Phonological and Phonemic Awareness	B1.2.2.1. B1.2.3.1. B1.2.3.1.	B1.2.2.1.1 B1.2.3.1.1 B1.2.3.1.2	Manila cards, markers, recorded audio- visual
6.	Reading	Phonics: Letter and Sound Knowledge	B1.2.4.1. B1.2.4.1. B1.2.4.1.	B1.2.4.1.1 B1.2.4.1.2 B1.2.4.1.3	Manila Cards, Class reader
7.	Writing	Penmanship/Handwriting	B1.3.1.1. B1.3.1.1.	B1.3.1.1.1 B1.3.1.1.2	Manila Cards, Markers
8.	Writing	Penmanship/Handwriting	B1.3.1.1. B1.3.1.1.	B1.3.1.1.3 B1.3.1.1.4	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing	Writing Letters-Small and Capital	B1.3.2.1.	B1.3.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,

10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization)	B1.5.1.1. B1.5.1.1. B1.5.1.1.	B1.5.1.1.1 B1.5.1.1.2 B1.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Action Words)	B1.5.3.1.. B1.5.3.1.	B1.5.3.1.1. B1.5.3.1.2	Reading materials
12.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B1.6.1.1.	B1.6.1.1.1	Manila Cards, Markers
13					
14	Oral Language	Conversation	B1.1.6.1. B1.1.7.1.	B1.1.6.1.2 B1.1.7.1.1	
15	Oral Language	Talking about Oneself, Family, People and Places	B1.1.7.1. B1.1.7.1.	B1.1.7.1.2 B1.1.7.1.3	
16	Oral Language	Listening Comprehension/ Asking and Answering Questions	B1.1.8.1. B1.1.9. 1. B1.1.9. 1.	B1.1.8.1.1 B1.1.9. 1.1 B1.1.9. 1.2	

WHATSAPP ONLY 0245350591

17	Reading	Phonics (Blend and Connect Sounds)	B1.2.4.1. B1.2.4.2. B1.2.4.2.	B1.2.4.1.3 B1.2.4.2.1 B1.2.4.2.2	
18	Reading	Vocabulary	B1.2.4.2. B1.2.4.2. B1.2.4.2.	B1.2.4.2.3 B1.2.4.2.4 B1.2.4.2.5	
19	Reading	Vocabulary	B1.2.5.1.. B1.2.5.1. B1.2.5.1	B1.2.5.1.1. B1.2.5.1.2 B1.2.5.1.3	
20					
21					

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 1

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

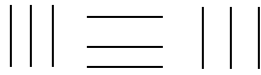
WEEK ONE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		Sub-strand : A. Pre-Reading Activities B. Pre-Writing C. Using Capitalisation D. Building the Love and Culture of Reading	
Indicator (code)	B1.2.1.1.1	B1. 4.1.1.1.	B1.5.1.1.1 B1.6.1.1.1
Content standard (code)	B1.2.1.1.	B1. 4.1.1.	B1.5.1.1.1 B1.6.1.1.
Performance Indicator	A. Learners can handle books appropriately B. Learners can make given patterns, trace and draw various objects C. Learners can write capital letters correctly D. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners think-pair-share the reasons for keeping books neat and handling them well. • Lead learners to make some rules to guide the handling of books. • Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc. • Discuss the information on the cover and title pages with learners, e. g. What can you find on the cover? - The title, - Author, - Illustrations and illustrators, etc. • Call learners in turns to demonstrate how to handle books, e.g. opening a book, holding a book, etc. • Let learners, in groups, role-play how to handle books, e.g. keeping them neat. <p>Assessment: let learners demonstrate how to handle books</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday, 60 minutes	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/</p>	<p>C. WRITING</p> <p>Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.</p> <p style="text-align: center;">/// \\</p>	<p>What new things have you learned today?</p>

	<p>perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Let learners write these strokes/patterns in the air.</p> <p>Have learners write them in their books</p> <p>Assessment: let learners make given patterns, trace and draw various objects</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> Through pick and write activity, revise writing of capital letters with learners <p>Assessment: let learners write capital letters correctly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Friday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment What did you like about the game?</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B1.1.1.1.1	
Content standard (code)		B1.1.1.1.	
Performance Indicator		Learners can use number names, counting sequences and how to count to find out “how many?”	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Count forwards, backwards, one, two, three, one hundred.	
T. L .R. (s)		Numeral cards 1-20, 100-number chart, bottle caps, straws, number line card	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other	Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1

	<p>learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>counting or skip counting sequences</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give them numeral cards 1-3. They make groups of objects (1-3) pick a numeral card and number name cards and match them to the groups of objects made. They should work in pairs. <p>High Ability Learners</p> <ul style="list-style-type: none"> • In groups of 5, learners work with bottle caps and number name cards. They make groups of objects (1-5) arbitrarily and match the number names cards to the groups made. Let them also write the number names up to "five". <p>Assessment: have learners to practice with more examples</p>	<p>as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner</p>	<p>Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with numeral cards 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>1 to 20. Call out learners to count forwards from 1 to 20.</p> <ul style="list-style-type: none"> • Each learner can start on any number. They should work in pairs. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Put before them a 1-50 number chart. • Have learners count forwards from any number. <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<ol style="list-style-type: none"> 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner. <p>DEBRIEFING</p>	<p>Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give pictures of seeds to learners. • They count to tell how many. <p>. High Ability Learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Put seeds not more than 50 on the table for learners. • They estimate and then count to tell how many <p>Assessment: have learners to practice with more examples</p>	
Friday, 60 minutes	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p>	<p>Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out a number of straws and counters to learners. They count to find “How many?” <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 straws, and 45 bottle caps in containers. They guess and count to find “How many?” 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: Science

CLASS: ONE

Week Ending: 21st January, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 17th January, 2022 20th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B1 1.1.1.1	
Content standard (code)		B1 1.1.1.	
Performance Indicator		Learners can observe and describe different kinds of things in the environment	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		living things, non-living things, grow, move, breathe, leaves, object.	
T. L .R. (s)		Video/pictures on plants and animals, different non-living things such as stones, leaves and soil.	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	• Go on a nature’s walk to observe things in the environment (e.g. Plants, animals, plastics and stones. The things should come from the classroom or the school environment.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners work in groups to describe the different kinds of things observed • Elaborate on the learners' ideas to find out why they need to know about the characteristics of different things in their environment. • Sort things into living and non-livings based on common characteristics. • Watch videos/pictures of different kinds of living and non-living things in the environment. <p>Assessment: let learners describe different kinds of things in the environment</p>	<p>Independent Activity/ Homework:</p>
--	---	--	--

Vetted by :

Signature: Date :

WEEK ONE : LESSON PLAN

SUBJECT: Our World Our People

CLASS: ONE

Week Ending: 21st January, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 18th January, 2022 20th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : Nature of God			Sub-strand : ALL ABOUT US	
Indicator (code)		B1.1.1.1.1		
Content standard (code)		B1.1.1.1.		
Performance Indicator		Learners can examine our relationship with the Creator		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Creator, spirit		
T. L .R. (s)		pictures, chart, television set, video decks, computer, modem paper, pencils, chart, projector,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat	Learners talk about God’s creation using pictures and charts and real things from the environment. Learners listen to creation stories/watch videos from the internet about creation. Learners role play to retell the creation story.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners role play to retell the creation story</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p>	<p>Learners draw, colour, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p> <p>Learners discuss and role play the attributes of God.</p> <p>Learners research the creation story. Use the internet or any available resources e.g. books. If using internet, guide learners to explore parts of the computer (mouse, Central Processing Unit–CPU) etc</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners role play the attributes of God</p> <p>Let learners identify parts of the computer</p>	
--	--	--	--

Vetted by :

Signature:

Date :

WEEK ONE : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 21st January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 18th January, 2022 20th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : HISTORY		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can explain that history deals with past human activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	British, blacksmith, politician, famine, history, record, true, false		
T. L .R. (s)	stories about Dr. Kwame Nkrumah, Tetteh Quarshie and Yaa Asantewaa, pictures, television set, video machine or projector, CD player, computer or laptop, modem		
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student	1. Mention the activity they witnessed on their first day at school. 2. Identify any activity performed in the past which has not been performed again.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that history deals with past human activities</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>1. Mention the activity they witnessed on their first day at school. 2. Identify any activity performed in the past which has not been performed again.</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that history deals with past human activities</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 21st January, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 17th January, 2022 19th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : Visual Arts			Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B1 1.1.1.1		
Content standard (code)		B1 1.1.1.		
Performance Indicator		Learners can think about the people who live in the local community and describe what they know about their history and their culture or way of life		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Wednesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Learners are to: • think about the different groups of people who live in the local community (your village, town, city or district); • share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started);		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community; • listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community; <p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in their local community</p>	<p>Independent Activity/ Homework:</p>
	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board.</p> <p>One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos of artworks on the internet; ☑ use ideas gained to plan to create own visual artworks that describe the people and how they live describe who the people are and how they live. 	

WHATSAPP ONLY 0245350591

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in their local community</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 21st January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 21st January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.1		
Content standard (code)		B1. 1.1.1.		
Performance Indicator		Learners can explore God’s Creation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Learners can explore God’s Creation		
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time		In groups, learners discuss who the creator is. - He is God, the originator of all things. - He provides all our needs: air, food, water, life, etc Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain who the creator is</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 21st January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 21st January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : LOCOMOTOR SKILLS		Sub-strand : MOTOR SKILLS AND MOVEMENT PATTERNS	
Indicator (code)	B1.1.1.1.1:		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can Travel (move) over, under, in front of, behind, and through objects using locomotor skills (walk, jump, crawl etc.).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	i. Demonstrate to learners how to move over objects and allow them to practice at their own pace. Learners who master the skill should move on to the next activity. ii. Demonstrate how to move under objects and allow learners to practice at their own pace. iii. Learners in pairs, practice moving in front and behind while teacher or partners give the instruction. iv. Learners walk, jog or run through the objects as individuals and as a group.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	maximal performance and to prevent injuries	v. Travel over, rearrange, objects (e.g. skittles, cones, etc.) and guide learners to make other movements such as under, in front of, behind, and through objects. vi. Observe learners during practice as individuals and provide them with feedback for correct mastery of the skill. Allow them to progress at their own pace toward mastery. Take them through cool down/warm down activities to end the lesson	Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

Week Ending: 21st January, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Oral Language (Listening and Speaking)		Sub-strand : Songs Songs	
Indicator (code)	B1.1.1.1.1	B1.1.2.1.1	
Content standard (code)	B1.1.1.1.	B1.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should sing familiar songs of more than six lines and recognise place names heard in the song. Learners should explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	• Use a recorder to play some popular	What new things have you learned today?

	<ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>songs in the community.</p> <ul style="list-style-type: none"> • Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do • Let learners sing and dance to the song. • Learners should listen to a song which has names of animals, things and places. • Let learners sing and enjoy the song. • Let learners mention names of people and animals in the song they have heard. <p>Assessment: let learners sing familiar songs of more than six lines and identify place names heard in the song</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the 	<ul style="list-style-type: none"> • Using actions and gestures, teacher explores rhymes for pupils to imitate. • Learners explore rhymes accompanied by tapping, clapping and other sound making actions. • Ask learner to explore some rhymes they know. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc. • Write the names of things mentioned on the board and say them aloud • Discuss some of the words with the learners <p>Assessment: let learners mention names of places and people heard in the rhyme</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • Using actions and gestures, teacher explores rhymes for pupils to imitate. • Learners explore rhymes accompanied by tapping, clapping and other sound making actions. • Ask learner to explore some rhymes they know. • Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc. • Write the names of things mentioned on 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the board and say them aloud</p> <ul style="list-style-type: none">• Discuss some of the words with the learners <p>Assessment: let learners mention names of places and people heard in the rhyme</p>	
--	--	---	--

Vetted by :

Signature:

Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 2

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 28th January, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Songs B. Pre-Reading Activities C. Pre-Writing D. Using Capitalisation E. Building the Love and Culture of Reading	
Indicator (code)		B1.1.1.1.1 B1.2.1.2.1. B1. 4.1.1.1 B1.5.1.1.1 B1.6.1.1.1	
Content standard (code)		B1.1.1.1. B1.2.1.2.. B1. 4.1.1. B1.5.1.1. B1.6.1.1.	
Performance Indicator		A. Learners can listen to and sing familiar songs with appropriate expressions B. Learners can orally blend two or three sounds together to make one C. Learners can make given patterns, trace and draw various objects D. Learners can write capital letters correctly E. Learners can read a variety of age – appropriate books and texts from print	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Engage learners to sing the song ‘</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1.What did you enjoy about the song? 2.What was the song about? 3. what benefit do we get from songs? <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Let learners identify some familiar songs. • Let learners sing familiar songs and clap, tap and or dance to the rhythm. • Let learners answer a variety of questions on the songs. • Discuss the moral lesson in the songs with learners. <p>Assessment: let learners listen to and sing familiar songs with appropriate expressions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 	<p>B.READING</p> <ul style="list-style-type: none"> • Make individual sounds and have learners blend them together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot). 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners orally blend two or three sounds together to make one</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING:</p>	<p>C. WRITING</p> <p>Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.</p> <p style="text-align: center;">/// \\\</p> <p style="text-align: center;"> ≡ </p> <p>Let learners write these strokes/patterns in the air.</p> <p>Have learners write them in their books</p> <p>Assessment: let learners make given patterns, trace and draw various objects</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>		
Thursday, 60 minutes	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Through pick and write activity, revise writing of capital letters with learners <p>Assessment: let learners write capital letters correctly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
---------------------------	--	---	--

Vetted by :.....

Signature:

Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 28th January, 2022			Class size:	
Day :			Date :	
Monday, 60 minutes			24th January, 2022	
Tuesday, 60 minutes			25th January, 2022	
Wednesday, 60 minutes			26th January, 2022	
Thursday, 60 minutes			27th January, 2022	
Friday, 60 minutes			28th January, 2022	
Period :			Lesson :	
2			1 of 5	
2			2 of 5	
2			3 of 5	
2			4 of 5	
2			5 of 5	
Strand : NUMBER			Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B1.1.1.1.1		
Content standard (code)		B1.1.1.1.		
Performance Indicator		Learners can use number names, counting sequences and how to count to find out “how many?”		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Count forwards, backwards, one, two, three, one hundred.		
T. L .R. (s)		Numeral cards 1-20, 100-number chart, bottle caps, straws, number line card		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Play “fingers up and down” Hold up a number of fingers. Learners say the number name.	Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate	What new things have you learned today? Learning progress voting: Ask learners to show by	

	<p>They also say the number of fingers that are down.</p>	<p>among all those given for a group of up to 100 objects and justify the choice</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • Give out a number of straws and counters to learners. They count to find “How many?” <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 straws, and 45 bottle caps in containers. They guess and count to find “How many?” <p>Assessment: have learners to practice with more examples</p>	<p>their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p>	<p>Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • Give out a number of straws and counters to learners. They count to find “How many?” <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give out 30 straws, and 45 bottle caps in containers. They guess and count to find 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>"How many?"</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • In their groups, learners write their first names. They tag themselves from 1st up to the 5th position. <p>High Ability Learners</p> <ul style="list-style-type: none"> • In groups of 10, learners write their full names. They tag themselves with the position badges according to how they finish <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Thursday, 60 minutes	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • In their groups, learners write their first names. They tag themselves from 1st up to the 5th position. <p>High Ability Learners</p> <ul style="list-style-type: none"> • In groups of 10, learners write their full names. They tag themselves with the position badges according to how they finish <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p>	<p>Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place</p> <p>Differentiated Lessons Low Ability Learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • In their groups, learners write their first names. They tag themselves from 1st up to the 5th position. <p>High Ability Learners</p> <ul style="list-style-type: none"> • In groups of 10, learners write their full names. They tag themselves with the position badges according to how they finish <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 28th January, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 24th January, 2022 27th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)		B1.1.1.2.1		
Content standard (code)		B1.1.1.2.		
Performance Indicator		Learners can identify and name animals and plants in their locality		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Plants, animals, wild, forest and common.		
T. L .R. (s)		Pictures showing different animals. Uprooted plants.		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and	<ul style="list-style-type: none">• Watch pictures or videos on animals and plants.• With guidance, learners identify the local names of plants and animals seen in the videos and pictures.• Learners come out with the local names of other plants and animals not seen in the video/pictures	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>using the “think-pair-share”.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify and name animals and plants in their locality</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<ul style="list-style-type: none"> • Learners Draw and colour any local plant or animal. • Compare their drawings and identify the type of animal or plant drawn through a peer activity. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify and name animals and plants in their locality</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 28th January, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 25th January, 2022 27th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Myself	
Indicator (code)		B1.1.2.1. I		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can recognise individual characteristics as the basis of one’s uniqueness		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Unique, individual, characteristics		
T. L .R. (s)		Charts, pictures, chart, computer, projector,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. I am kind. I am honest. I like people. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify individual characteristics as the basis of one's uniqueness</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<p>Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem: e.g. I am tall and beautiful. I am short and strong I am black and proud</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention importance of knowing and appreciating oneself.</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 28th January, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 25th January, 2022 27th January, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.1		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can explain that history deals with past human activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	British, blacksmith, politician, famine, history, record, true, false		
T. L .R. (s)	stories about Dr. Kwame Nkrumah, Tetteh Quarshie and Yaa Asantewaa, pictures, television set, video machine or projector, CD player, computer or laptop, modem		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the	List any past events they have witnessed. Explain that since those activities were performed in the past, they qualify to be called history. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that history deals with past human activities</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p>	<p>List any past events they have witnessed. Explain that since those activities were performed in the past, they qualify to be called history</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that history deals with past human activities</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIFI ACQUAINTANCE

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 28th January, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 24th January, 2022 26th January, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS			Sub-strand : Thinking and Exploring Ideas	
Indicator (code)		B1 2.1.1.1		
Content standard (code)		B1 2.1.1.		
Performance Indicator		Learners can think about the people who live in the local community and describe what you know about their history and their culture or way of life		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Learners are to: ☐ think about the different groups of people who live in the local community (your village, town, city or district) ☐ share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started)		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ share stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community</p> <p>☑ listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community</p> <p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in the local community</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners are to:</p> <p>☑ take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet</p> <p>☑ use ideas gained to plan to create own performing artworks that describe the people and how they live.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners describe what they know about the history and the culture or way of life about the people who live in the local community</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 28th January, 2022			Class size:	
Day : Friday, 60 minutes			Date : 28th January, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.1		
Content standard (code)		B1. 1.1.1.		
Performance Indicator		Learners can Explore God’s Creation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time		In groups, learners discuss who the creator is. - He is God, the originator of all things. - He provides all our needs: air, food, water, life, etc Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain who the creator is</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIFI ACQUAH SPT

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 28th January, 2022		Class size:	
Day : Friday, 60 minutes		Date : 28th January, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS	
Indicator (code)	B1.1.1. 1.2:		
Content standard (code)	B1.1.1. 1.		
Performance Indicator	Learners can Jump individually taking off on one foot and on both feet.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal	Learners go through general and specific warm ups. Demonstrate to learners how to jump taking off on one foot and on both feet (show video or pictures of the activities). Guide learners to practice the activity as individuals and in a group at their own pace based on individual differences for mastery. Organise mini long jump and high jump activities by arranging obstacles for learners to jump over for height or distance taking off on one foot or on two feet.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performance and to prevent injuries	Take them through cool down/warm down activities to end your lesson.	Independent Activity/ Homework:
--	-------------------------------------	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 28th January, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Oral Language (Listening and Speaking)		Sub-strand : Listening and Story Telling	
Indicator (code)	B1.1.4.1.1	B1.1.4.1.2	B1.1.4.1.3
Content standard (code)	B1.1.4.1.	B1.1.4.1.	B1.1.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should discuss the characters of the story Learners should discuss the events in the story Learners should role play the story. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Show a clip or tell a story to learners. Use questions to elicit names of 	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>characters in stories watched or told in class from learners</p> <p>Assessment: let learners describe the characters of the story</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p>	<ul style="list-style-type: none"> • Show a movie/play to learners. • Tell or read an interesting story to learners. • Discuss the story with the learners by talking about key issues. • Encourage learners to retell the actions in the story. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners describe the events in the story</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game?</p>	<ul style="list-style-type: none"> • Let learners watch the clip again. • Read the story line to the learners and direct them to role play the story <p>Assessment: let learners role play the story</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	What must your team do to win next time?		
	Share lesson indicator and treat key words with learner .		

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 3

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Rhymes B. Pre-Reading Activities C. Penmanship D. Using Capitalisation E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.2.1.1	B1.2.1.2.1.	B1.4.2.1.1. B1.5.1.1.1 B1.6.1.1.1
Content standard (code)	B1.1.2.1. B1.5.1.1.	B1.2.1.2.	B1.4.2.1.
Performance Indicator	A. Learners can listen to and recite rhymes and tongue-twisters with accompanying actions B. Learners can orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin) C. Learners can copy letters of the alphabet clearly D. Learners can write capital letters correctly E. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Engage learners to recite the rhyme ‘</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1.What did you enjoy about the rhyme? 2.What was the rhyme about? 3. what benefit do we get from rhyme? <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Have learners recite familiar rhymes. • Introduce new rhymes by performing them. • Lead learners to echo-read the rhymes. • Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm. • Guide learners to identify rhyming words and teach the accompanying actions. <p>Assessment: let learners recite rhymes and tongue-twisters with accompanying actions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 	<p>B.READING</p> <p>Make individual sounds and have learners blend them together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot).</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin)</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING:</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Introduce learners to the lines and spaces they will be expected to write in. • Demonstrate the letter on the board and in the air several times. • Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters. • Let learners execute the writing task. • Give feedback after assessing learners' work 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners copy letters of the alphabet clearly</p>	
<p>Thursday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Through pick and write activity, revise writing of capital letters with learners <p>Assessment: let learners write capital letters correctly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
---------------------------	---	--	--

Vetted by :.....

Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Number: Counting, Representation, Cardinality & Ordinality	
Indicator (code)		B1.1.1.1.2	
Content standard (code)		B1.1.1.1.	
Performance Indicator		Learners can identify numbers in different positions around a given number (0 – 100)	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Left, right, above, below, position	
T. L .R. (s)		Numeral cards 1-20, 100 number charts	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid	Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given	What new things have you learned today? Learning progress voting: Ask learners to show by

	<table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table><tr><td>4</td><td>8</td><td>1</td></tr><tr><td>16</td><td>18</td><td>11</td></tr><tr><td>28</td><td>44</td><td>69</td></tr><tr><td>67</td><td>76</td><td>96</td></tr></table> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Give them these numeral cards: 6, 15, 24. <p>They should find numbers that come before and after.</p> <p>High Ability Learners</p> <ul style="list-style-type: none">• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria. <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Assessment: have learners to practice with more examples</p>	4	8	1	16	18	11	28	44	69	67	76	96										<p>their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																											
5	7	40																																											
3	16	13																																											
10	14	2																																											
42	19	36																																											
18	25	35																																											
4	8	1																																											
16	18	11																																											
28	44	69																																											
67	76	96																																											

Tuesday, 60 minutes	<div>1. Learners form convenient groups.</div> <div>2. Give each group a number chart/Bingo grid</div> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <div>3. Groups study the number chart / Bingo grid</div> <div>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</div> <div>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</div> <div>DEBRIEFING</div> <div>I. How was the game? What makes it so?</div> <div>2. How were you able to identify the numbers mentioned?</div>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</div> <table><tr><td>4</td><td>8</td><td>1</td></tr><tr><td>16</td><td>18</td><td>11</td></tr><tr><td>28</td><td>44</td><td>69</td></tr><tr><td>67</td><td>76</td><td>96</td></tr></table> <div>Differentiated Lessons</div> <div>Low Ability Learners</div> <div>• Give them these numeral cards: 6, 15, 24.</div> <div>They should find numbers that come before and after.</div> <div>High Ability Learners</div> <div>• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria.</div> <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	4	8	1	16	18	11	28	44	69	67	76	96										<div>What new things have you learned today?</div> <div>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</div> <div>Independent Activity/ Homework:</div>
4	1	6																																											
5	7	40																																											
3	16	13																																											
10	14	2																																											
42	19	36																																											
18	25	35																																											
4	8	1																																											
16	18	11																																											
28	44	69																																											
67	76	96																																											

	<p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	Assessment: have learners to practice with more examples																																		
Wednesday, 60 minutes	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that number and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table><tr><td>4</td><td>8</td><td>1</td></tr><tr><td>16</td><td>18</td><td>11</td></tr><tr><td>28</td><td>44</td><td>69</td></tr><tr><td>67</td><td>76</td><td>96</td></tr></table> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Give them these numeral cards: 6, 15, 24. <p>They should find numbers that come before and after.</p> <p>High Ability Learners</p> <ul style="list-style-type: none">• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of	4	8	1	16	18	11	28	44	69	67	76	96	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																		
5	7	40																																		
3	16	13																																		
10	14	2																																		
42	19	36																																		
18	25	35																																		
4	8	1																																		
16	18	11																																		
28	44	69																																		
67	76	96																																		

	<p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the numbers using their own criteria.</p> <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Assessment: have learners to practice with more examples</p>																																		
Thursday, 60 minutes	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table><tr><td>4</td><td>8</td><td>1</td></tr><tr><td>16</td><td>18</td><td>11</td></tr><tr><td>28</td><td>44</td><td>69</td></tr><tr><td>67</td><td>76</td><td>96</td></tr></table> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Give them these numeral cards: 6, 15, 24. <p>They should find numbers that come before</p>	4	8	1	16	18	11	28	44	69	67	76	96	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																		
5	7	40																																		
3	16	13																																		
10	14	2																																		
42	19	36																																		
18	25	35																																		
4	8	1																																		
16	18	11																																		
28	44	69																																		
67	76	96																																		

	<p>that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and after.</p> <p>High Ability Learners</p> <ul style="list-style-type: none">• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria. <table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Assessment: have learners to practice with more examples</p>																																		
Friday, 60 minutes	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Display a number chart with numbers multiples of say 4 between 0 and 100 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1"><tr><td>4</td><td>8</td><td>1</td></tr><tr><td>16</td><td>18</td><td>11</td></tr><tr><td>28</td><td>44</td><td>69</td></tr><tr><td>67</td><td>76</td><td>96</td></tr></table>	4	8	1	16	18	11	28	44	69	67	76	96	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
4	1	6																																		
5	7	40																																		
3	16	13																																		
10	14	2																																		
42	19	36																																		
18	25	35																																		
4	8	1																																		
16	18	11																																		
28	44	69																																		
67	76	96																																		

	<p>that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Give them these numeral cards: 6, 15, 24. <p>They should find numbers that come before and after.</p> <p>High Ability Learners</p> <ul style="list-style-type: none">• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria. <table border="1"><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Assessment: have learners to practice with more examples</p>										

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 31st January, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : Learners can know the basic needs of living things (food, water and air	
Indicator (code)	B1.1.1.2.2		
Content standard (code)	B1.1.1.2.		
Performance Indicator	Learners can know the basic needs of living things (food, water and air		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		air, breathe, water.	
T. L .R. (s)		Pictures showing a girl eating, lion eating meat, goat chewing grass, ballons, water, different food items	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help	<ul style="list-style-type: none">• Give some examples of living things (for example things that eat/drink, move, grow and produce young ones).• Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth).	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Elaborate on learners' ideas to guide them to brainstorm the importance of basic needs of the living things. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the basic needs of living things</p>	<p>Independent Activity/ Homework:</p>
	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the</p>	<ul style="list-style-type: none"> • Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' ,</p>

	<p>classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth). • Elaborate on learners' ideas to guide them to brainstorm the importance of basic needs of the living things. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the basic needs of living things</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	--

WEEK THREE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 4th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 1st February, 2022 3rd February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : My Family and the Community	
Indicator (code)		B1.1.3.1.1.		
Content standard (code)		B1.1.3.1.		
Performance Indicator		Learners can identify persons closely related us and the need to relate well with others		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		roles, shelter Security, Chores, Errands		
T. L .R. (s)		pictures, chart, pencils, computer, projector		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it.	Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of inter-personal relationships and the need to accept everyone,	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>irrespective of where the person comes from.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify persons closely related us and the need to relate well with others</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of</p>	<p>Learners role play healthy relationship with family and friends.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners role play healthy relationship with family and friends.</p>	
--	---	--	--

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st February, 2022 3rd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)		B1.1.1.1.1	
Content standard (code)		B1.1.1.1.	
Performance Indicator		Learners can explain that history deals with past human activities	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		British, blacksmith, politician, famine, history, record, true, false	
T. L .R. (s)		stories about Dr. Kwame Nkrumah, Tetteh Quarshie and Yaa Asantewaa, pictures, television set, video machine or projector, CD player, computer or laptop, modem	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	Learners sing a song, recite a rhyme or watch a documentary of any past activity Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that history deals with past human activities</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners sing a song, recite a rhyme or watch a documentary of any past activity</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that history deals with past human activities</p>	
--	---	---	--

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 31st January, 2022 2nd February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)		B1 1.2.2.1	
Content standard (code)		B1 1.2.2.	
Performance Indicator		Learners can reflect on own experiences of visual artworks produced or found in the local community to plan for making own artworks from imagination to reflect the history and culture or way of life of the people	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of	Learners are to: ☐ refresh their memory on visual artworks that are produced or found in the local community; ☐ recall all kinds of visual artworks that reflect the history and culture	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>of the people;</p> <p>☐ make decisions on how the artworks (e.g. drawing, poster, clay, modelling) they plan to make will reflect the history and culture or way of life of people in the local community</p> <p>Assessment: let learners write a plan for making own artworks from imagination to reflect the history and culture or way of life of the people</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<p>Learners are to:</p> <p>☐ refresh their memory on visual artworks that are produced or found in the local community;</p> <p>☐ recall all kinds of visual artworks that reflect the history and culture of the people;</p> <p>☐ make decisions on how the artworks (e.g. drawing, poster, clay, modelling) they plan to make will reflect the history and culture or way of life of people in the local community</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write a plan for making own artworks from imagination to reflect the history and culture or way of life of the people</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)	B2.1.2.1.1:		
Content standard (code)	B2.1.2.1.		
Performance Indicator	Learners can mention the names of some of the things God created.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		RME curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the names of some of the things God created.</p>	
--	--	---	--

Vetted by : Signature: Date :

WEEK THREE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 4th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th February, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR SKILLS		
Indicator (code)		B1 .1.1.1.3		
Content standard (code)		B1 .1.1.1.		
Performance Indicator		Learners can Walking with the arms or hands stretched by sides		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		cones		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	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 walk with arms stretched sideways from one point to the other. Guide learners to walk with their hands stretched sideways as	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.	

WHATSAPP ONLY 0245350591

		individuals and in a group but let them progress at their own pace. Observe them practice and give them feedback for motivation and correct mastery of skill. Mark lines on the ground and let learners walk on them make the activity challenging and to prevent boredom. Guide learners to cool down to end the lesson	Independent Activity/ Homework:
--	--	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 4th February, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Oral Language (Listening and Speaking)		Sub-strand : Dramatisation and Role Play Conversation	
Indicator (code)	B1.1.5.1.1.	B1.1.6.1.1	
Content standard (code)	B1.1.5.1..	B1.1.6.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should role play a character in a story. Learners should recognise the various categories of people to greet. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Ask a learner to tell a story. 	What new things have you learned today? Learning progress voting: Ask learners to show by their

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners discuss issues in the story told. • Direct learners to role play the story. <p>Assessment: let learners role play a character in a story</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p>	<ul style="list-style-type: none"> • Revise the lesson on greetings. • Ask learners to mention the people they greet. • Discuss the categories of people in the community and how they are greeted. • Demonstrate greetings of people of various categories in class. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc. <p>Assessment: let learners mention various categories of people to greet.</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game?</p>	<ul style="list-style-type: none"> • Revise the lesson on greetings. • Ask learners to mention the people they greet. • Discuss the categories of people in the community and how they are greeted. • Demonstrate greetings of people of various categories in class. • Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc. <p>Assessment: let learners mention</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	What must your team do to win next time?	various categories of people to greet.	
	Share lesson indicator and treat key words with learner .		

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 4

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Phonics C. Penmanship D. Using Action Words E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.3.1.1. B1.6.1.1.1	B1.2.2.1.1	B1.4.2.1.1. B1.5.4.1.1.
Content standard (code)	B1.1.3.1.. B1.6.1.1.	B1.2.2.1.	B1.4.2.1. B1.5.4.1..
Performance Indicator	A. Learners can listen to stories and be able to identify characters with their roles B. Learners can identify the alphabet in order C. Learners can copy letters of the alphabet clearly D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)</p> <p>DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Mount appropriate story pictures. • Guide learners to tell the story logically, using the pictures at each stage. • Pause and show pictures for learners to ask questions or answer questions to predict the next stage. • Let learners retell the story in a chain, using the pictures, if necessary. • Tell learners your personal response and guide them to do same. e.g. <ul style="list-style-type: none"> i. Why do you like the story? ii. I like the story because... iii. Which part do you like best? iv. I like where... <p>Assessment: let learners listen to stories and be able to identify characters with their roles</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Engage learners to recite/sing the alphabet rhyme/song</p> <p>DEBRIEFING 1.What did you enjoy about the song? 2.What was the song about?</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Introduce the lesson with alphabet songs paying attention to the letters as they sing. • Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ). 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who</p>

	<p>3. what benefit do we get from songs?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards, e.g. Sound Ball Game, Find My Partner, etc. <p>Assessment: let learners identify the alphabet in order</p>	<p>really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Introduce learners to the lines and spaces they will be expected to write in. • Demonstrate the letter on the board and in the air several times. • Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters. • Let learners execute the writing task. • Give feedback after assessing learners' work <p>Assessment: let learners copy letters of the alphabet clearly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Thursday, 60 minutes</p>	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. <p>Assessment: let learners use the present tense of verbs to describe habitual actions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	
--	--	--	--

Vetted by :..... Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 11th February, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER			Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)		B1.1.2.1.1		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can demonstrate understanding of addition as joining and finding how many altogether and subtraction as separating and finding how many left; numbers 0 to 20		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Join, altogether, add, addition, total.		
T. L .R. (s)		Bottle caps, straws, plastic bottles, seeds.		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Learners form convenient groups. Give each group a designed playing cards	Acting out a given story problem presented orally. For instance,	What new things have you learned today? Learning progress voting: Ask learners to show by their	

	<p>Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>- Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p> <p>- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <ul style="list-style-type: none"> • Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer <p>Differentiated Lessons</p> <p>Low Ability Learners Learners act out story problems in groups of three, with 6 straw. Learner 1 gives some straws to Learner 2 and some to Learner 3. They put the straws together and find the total.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • They work in pairs or small groups. Give 10 bottle caps to them. One learner comes up with a word problem and pick bottle caps to represent the sentence and find the answer. E.g. I have 2 bottle caps. Aku gives me another 8. How many bottle caps do I have now? $2 + 8 = 10$ 	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	---

		Assessment: have learners to practice with more examples	
Tuesday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Acting out a given story problem presented orally. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have? - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <ul style="list-style-type: none"> • Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer <p>Differentiated Lessons Low Ability Learners • Give them 10 straws. They pose word problems themselves and solve them. Have them work in pairs.</p> <p>High Ability Learners • Give them 20 bottle caps. They make up their own subtraction sentences, and use the bottle caps to demonstrate the subtraction and check the answer.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: have learners to practice with more examples	
Wednesday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel’s family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel’s family use?</p> <p>Differentiated Lessons Low Ability Learners • Give them 10 straws. They pose word problems themselves and solve them. Have them work in pairs.</p> <p>High Ability Learners • Give them 20 bottle caps. They make up their own subtraction sentences, and use the bottle caps to demonstrate the subtraction and check the answer.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	Learners form convenient groups.	Creating a story problem for subtraction or addition	What new things have you learned today?

	<p>Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>or for a given number sentence (+ and – within 20) - Daniel’s family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel’s family use?</p> <p>Differentiated Lessons Low Ability Learners • Give them 10 straws. They pose word problems themselves and solve them. Have them work in pairs.</p> <p>High Ability Learners • Give them 20 bottle caps. They make up their own subtraction sentences, and use the bottle caps to demonstrate the subtraction and check the answer.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the</p>	<p>Creating a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel’s family have 6 electric bulbs in the house. Two of the bulbs</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

	<p>numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>are not working. How many bulbs can Daniel's family use?</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> • Give them 10 straws. They pose word problems themselves and solve them. Have them work in pairs. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give them 20 bottle caps. They make up their own subtraction sentences, and use the bottle caps to demonstrate the subtraction and check the answer. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 7th February, 2022 10th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : Learners can know the basic needs of living things (food, water and air	
Indicator (code)		B1.1.1.2.2	
Content standard (code)		B1.1.1.2.	
Performance Indicator		Learners can know the basic needs of living things (food, water and air	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		air, breathe, water.	
T. L .R. (s)		Pictures showing a girl eating, lion eating meat, goat chewing grass, ballons, water, different food items	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help	• Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). • Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth).	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Elaborate on learners' ideas to guide them to brainstorm the importance of basic needs of the living things. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the basic needs of living things</p>	<p>Independent Activity/ Homework:</p>
	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the</p>	<ul style="list-style-type: none"> • Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' ,</p>

	<p>classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth). • Elaborate on learners' ideas to guide them to brainstorm the importance of basic needs of the living things. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the basic needs of living things</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	---	--

WEEK FOUR : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week: 11th February, 2022			Class size:	
Day : Tuesday, 60 minutes Ending Thursday, 60 minutes			Date : 8th February, 2022 10th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : My Family and the Community	
Indicator (code)		B1.1.3.1.1.		
Content standard (code)		B1.1.3.1.		
Performance Indicator		Learners can identify persons closely related us and the need to relate well with others		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		roles, shelter Security, Chores, Errands		
T. L .R. (s)		pictures, chart, pencils, computer, projector		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it.	Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of inter-personal relationships and the need to accept everyone,		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>irrespective of where the person comes from.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify persons closely related us and the need to relate well with others</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount</p>	<p>Learners role play healthy relationship with family and friends.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners role play healthy relationship with family and friends.</p>	
--	--	--	--

Vetted by :

Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 11th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 8th February, 2022 10th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : History as a Subject			Sub-strand : Why and How We Study History	
Indicator (code)		B1.1.1.1.2		
Content standard (code)		B1.1.1.1.		
Performance Indicator		Learners can describe how sources of historical evidence help us find out about past human activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by	1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history. 2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners sketch a scene depicting a birthday, funeral, wedding and festival celebration</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>1. Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history. 2. Sketch/show a video of a scene depicting a birthday, funeral, wedding and festival celebration</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners sketch a scene depicting a birthday, funeral, wedding and festival celebration</p>	
--	---	--	--

Vetted by :.....

Signature: Date :

WEEK FOUR : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 11th February, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 7th February, 2022 9th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 2.2.2.1		
Content standard (code)	B1 2.2.2.		
Performance Indicator	Learners can reflect on own experiences of performing artworks that are produced or performed in the local community to plan for creating own artworks that will reflect the history and culture or way of life of people in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	Learners are to ☑ refresh their memory on music, dance and drama that are produced or found in the local community; ☑ recall all kinds of music, dance, drama	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>that reflect the history and culture of the people; ☐ make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people.</p> <p>Assessment: let learners write a plan for creating own artworks that will reflect the history and culture or way of life of people in the local community</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners are to ☐ refresh their memory on music, dance and drama that are produced or found in the local community; ☐ recall all kinds of music, dance, drama that reflect the history and culture of the people; ☐ make decisions on how the performing artworks they plan to make or perform will reflect the history and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>culture or way of life of the people.</p> <p>Assessment: let learners plan for creating own artworks that will reflect the history and culture or way of life of people in the local community</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 11th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.2:	
Content standard (code)		B1. 1.1.1.	
Performance Indicator		Learners can mention the names of some of the things God created.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		RME curriculum Page	
Ref:		Pictures	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited	Let learners draw, colour and model some of the things God created. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners draw, colour and model some of the things God created.</p>	
--	---	--	--

Vetted by :

Signature:

Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 11th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.1		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can roll a ball from stationary position using hands		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After taking learners through the general and specific warm ups, demonstrate to learners how to roll a ball from stationary position using hands by placing a ball in front, bending the trunk forward and placing the palm behind the ball. Roll the ball forward while moving from one point to another (from walking to jogging and to running. Guide learners to practice individually and in groups. Observe them practice at their own pace and give corrective feedback for correct skill mastery. Learners	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performance and to prevent injuries	can further use bats or sticks to roll the ball to challenge the fast learners. Organise mini games for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.	Independent Activity/ Homework:
--	-------------------------------------	---	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK FOUR : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 11th February, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	B1.2.1.1.1.	B1.1.1.1.2	B1.1.1.1.3
Content standard (code)	B1.2.1.1.	B1.1.1.1.	B1.1.1.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should say the names of items in the home and the school Learners should recognise and discuss the items in the home and school. Learners should demonstrate the uses of the items 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Show some concrete items to learners and ask learners to mention the names. 	What new things have you learned today?

	<ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Write the names of some items in the home and school on a manila card. • Lead learners to mention the items on the manila card. <p>Assessment: let learners say the names of items in the home and the school</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the 	<ul style="list-style-type: none"> • Draw some items in the home and school on a manila card. • Show some concrete items that can be found in home and school. • Lead learners to recognise the items by mentioning the names of the items and group them under the following: "School Items" and "Home Items". 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Lead learners to apply their knowledge on colours, shapes and sizes to discuss the items. For example: School: chairs tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc. Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc. <p>Assessment: let learners mention the items in the home and school.</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • Learners should mention names of items in the home and school. • Display some of the items in the class and call learners one by one to demonstrate how the item is used for. • Lead learners through questions and answers to tell what each of the items are used for. <p>Assessment: let learners mention names of items in the home and school and what each of the items are used for.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 5

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 18th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Story Telling B. Phonics C. Writing Letters – Small and Capital D. Using Action Words E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.3.1.1.	B1.2.2.1.2	B1.4.3.1.1 B1.5.4.1.1. B1.6.1.1.1
Content standard (code)	B1.1.3.1. B1.6.1.1.	B1.2.2.1.	B1.4.3.1. B1.5.4.1.
Performance Indicator	A. Learners can listen to stories and be able to identify characters with their roles B. Learners can recognise and produce letter names and sounds randomly C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)</p> <p>DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Mount appropriate story pictures. • Guide learners to tell the story logically, using the pictures at each stage. • Pause and show pictures for learners to ask questions or answer questions to predict the next stage. • Let learners retell the story in a chain, using the pictures, if necessary. • Tell learners your personal response and guide them to do same. e.g. i. Why do you like the story? ii. I like the story because... iii. Which part do you like best? iv. I like where... <p>Assessment: let learners listen to stories and be able to identify characters with their roles</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Alphabet Relay</p> <p>divide your students into two groups. Have each group write</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners play alphabet games to practice recognition of letter names 	<p>What new things have you learned today?</p>

	<p>the letters of the alphabet on pieces of paper you give them to make flashcards. Shuffle each group of flashcards and place them in two piles on one side of the room.</p> <p>Have each group line up on the opposite side of the room. On the word “Go,” the first student in each line has to run across the room, find the letter A, and bring it back to their group. The next student finds the letter B, and so on. The first group to get to Z wins!</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>at random. e.g. Lucky Dip game, Treasure Hunt.</p> <ul style="list-style-type: none"> • Let learners use letter cards to order the letters of the alphabet. • Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually. • Select letters whose sound you intend to teach, e.g. two letters at a time. • Say each sound first in context and then in isolation, e.g. ants-a • Have learners repeat it after you. • Give examples of words that contain each sound at the initial, medial and final positions, e.g. bag, table, bulb • Have learners work in pairs to provide examples of words that contain the sounds. <p>Assessment: let learners recognise and produce letter names and sounds randomly</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Alphabet Relay</p> <p>divide your students into two groups. Have each group write the letters of the alphabet on pieces of paper you give them to make flashcards. Shuffle each group of flashcards and place them in two piles on one side of the room.</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Show a chart of letters (small and capital). e.g. A B C D E... a b c d e... • Place letter cards (small and capital letters) on the teacher’s table. • Put learners into groups and ask representatives of the groups to take turns to pick and match the letter 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

	<p>Have each group line up on the opposite side of the room. On the word “Go,” the first student in each line has to run across the room, find the letter A, and bring it back to their group. The next student finds the letter B, and so on. The first group to get to Z wins!</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars.</p> <ul style="list-style-type: none"> • Let learners write the letters in their books. <p>Assessment: let learners match lower and upper case letters</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: let learners use the present tense of verbs to describe habitual actions	
Friday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 18th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)		B1.1.2.2.1	
Content standard (code)		B1.1.2.2.	
Performance Indicator		Learners can use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 and unknowns as any one of SEMESTERs in problems such as $9 + 7 = []$, $13 + [] = 19$ and $14 - [] = 3$.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Compare, same as, equal to, not equal to	
T. L .R. (s)		Bottle caps, straws, plastic bottles	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Learners form convenient groups. Give each group a designed playing cards	Use a symbol (____) to represent the unknown in an addition or	What new things have you learned today?

	<p>Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>subtraction statement.</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give this word sentence to them to solve: Edem has 6 balls, his uncle gives him 3 more. How many balls does Edem have now? <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give them this word problem to solve: Esi had 16 toffees, Amina gave her 4 more. How many toffees does Esi have now. They write an addition sentence and solve it. <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement.</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give this word sentence to them to solve: 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>Edem has 6 balls, his uncle gives him 3 more. How many balls does Edem have now?</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give them this word problem to solve: Esi had 16 toffees, Amina gave her 4 more. How many toffees does Esi have now. They write an addition sentence and solve <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed playing cards. Learners plays in turns (one at a time). Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement.</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give this word sentence to them to solve: Edem has 6 balls, his uncle gives him 3 more. How many balls does Edem have now? <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give them this word problem to solve: Esi had 16 toffees, Amina gave her 4 more. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>How many toffees does Esi have now. They write an addition sentence and solve</p> <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to get the sum of the numbers you picked?</p> <p>3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement.</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give this word sentence to them to solve: <p>Edem has 6 balls, his uncle gives him 3 more. How many balls does Edem have now?</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Give them this word problem to solve: Esi had 16 toffees, Amina gave her 4 more. How many toffees does Esi have now. They write an addition sentence and solve 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: have learners to practice with more examples	
Friday, 60 minutes	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>Use a symbol (____) to represent the unknown in an addition or subtraction statement.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 18th February, 2022			Class size:
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 14th February, 2022 17th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	B1.1.1.2.3		
Content standard (code)	B1.1.1.2.		
Performance Indicator	Learners can describe the differences between living and non-living things.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	living things, Non-living things, Grow, move, breathe, make babies, eat		
T. L .R. (s)	Videos or pictures on Plants and animals, different non-living things such as stones, leaves, and soil, living things such as insects		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	<ul style="list-style-type: none">• Watch a video or observe pictures of living and non- living things or go on an observational trip around the school community to observe living and non-living things.• Learners mention the names of the specific living things and non-living things observed.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> Describe the differences between living and non- living things using think–pair share (focus on differences in movement, growth, feeding, reproduction). <p>Assessment: let learners describe the differences between living and non-living things</p>	<p>of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time</p>	<ul style="list-style-type: none"> Give reasons for grouping things into living and non-living. Learners reflect on what they have learnt about living and non- living things and answer questions like: What are examples of living things? What are examples of non- living things? In what ways are living things different from non-living things? Come out with differences between non-living things and things that are dead. <p>Assessment: let learners describe the differences between living and non-living things</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 18th February, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th February, 2022 17th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US		Sub-strand : Home and School	
Indicator (code)	B1.1.4.1. 1.		
Content standard (code)	B1.1.4.1.		
Performance Indicator	Learners can describe and show direction to their home		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Roles, Community, Scenarios		
T. L .R. (s)	Pictures, paper, pencils, chart, computer, projector		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess	Learners take turns to talk about their home e.g. my home is in a good and beautiful neighbourhood. Learners sketch the direction to their home on paper. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners sketch the direction to their home on paper.</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners talk about what they want to add to their home.</p> <p>Learners draw their home</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners draw their home</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 18th February, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th February, 2022 17th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : History as a Subject		Sub-strand : Why and How We Study History	
Indicator (code)	B1.1.1.1.2		
Content standard (code)	B1.1.1.1.		
Performance Indicator	Learners can describe how sources of historical evidence help us find out about past human activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	celebrate, married, coffin, bury, plague, independent, honou		
T. L .R. (s)	pictures from magazines and newspapers, objects from the past, such as old phones, old clothes, pictures of old cars		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hung in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it.</p>	<p>Start a birthday partnership/register to make history alive in the classroom. Learners write their date of birth chronologically on a manila card and this should be hung in the classroom. At the end of every history lesson, the class could refer to these records for an upcoming birthday.</p> <p>Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 18th February, 2022			Class size:
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th February, 2022 16th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.3.1		
Content standard (code)	B1 1.2.3.		
Performance Indicator	Learners can create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	Learners are to: ☑ carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>❑ create useful artworks that reflects the history and culture of the local community, such as stools and symbols.</p> <p>Assessment: let learners create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and</p>	<p>Learners are to:</p> <p>❑ carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people</p> <p>❑ create useful artworks that reflects the history and culture of the local community, such as stools and symbols.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners create own artworks from imagination using available tools, materials and methods to represent visual artworks produced or found in the local community that reflect the history and culture or way of life of the people</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 18th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.2:		
Content standard (code)		B1. 1.1.1.		
Performance Indicator		Learners can Mention the names of some of the things God created.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words DEBRIEFING: •How did you feel during the game? •What new words did you learn?		Help learners to role play, recite rhymes and sing songs about some of the things God created Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<ul style="list-style-type: none"> •How does it feel to win? •What will you do next time to win? <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners role play, recite rhymes and sing songs about some of the things God created</p>	
--	--	---	--

Vetted by :

Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 18th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS			Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B1.1.2.1.2:		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can strike a light ball upward continuously, using arms, hands, and feet		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Balls		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm ups, demonstrate to learners how to strike a ball continuously with their hands and feet: 1. Hang light balls on a crossbar 2. Stand in front and strike the ball upwards continuously as it moves back within your reach with your hands and later with your feet.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

		<p>3. Guide learners to practice as individuals and in groups at their own pace.</p> <p>4. Let the quick learners toss balls after mastering the skill with the hang balls and strike them with their hands and later with their feet continuously.</p> <p>5. Organise mini football or volleyball matches for learners to apply the skills for fun and enjoyment.</p> <p>End the lesson with cool down activities.</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 18th February, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Reading		Sub-strand : Print Concept Phonological and Phonemic Awareness	
Indicator (code)	B1.2.2.1.2	B1.2.3.1.1.	B1.2.3.1.2.
Content standard (code)	B1.2.2.1.N	B1.2.3.1..	B1.2.3.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should move fingers across tables and books from left to right (do picture walk) and top to bottom (Handle a book appropriately). Learners should recognise the location of individual sounds in one and two-syllable words (beginning or end). Learner's should recognise and create rhyming words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Demonstrate how reading is done holding the book appropriately for learners to observe. • Learners demonstrate how reading is done holding the book correctly <p>Assessment: let learners move fingers across the books from left to right and top to bottom</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p>	<ul style="list-style-type: none"> • Write the letters of the alphabet on the board. • Teach learners the corresponding sounds. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those</p>

	<p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Assist learners to recognise the individual sounds in one-syllable and two syllable words. E.g. Go, come, eat, etc. E.g. Paddle, cradle, parrot, carrot, bucket, corner etc. <p>Assessment: let learners mention individual sounds in one and two-syllable words (beginning or end).</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <p>1. Write a word on the board.</p> <p>2. Cover all the letters except the first one,</p>	<ul style="list-style-type: none"> • Write rhyming words on the board. • Say them aloud for learners to repeat. • Lead learners to create rhyming words with one and two syllable words. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

	<p>beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<ul style="list-style-type: none"> • Let learners write the rhyming words on the board. • Put learners in groups and do creating rhyming words game among the groups. <p>Assessment: let learners mention rhyming words</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 6

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 25th February, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role-Play B. Word Families, Rhyming Endings and Common Digraphs C. Writing Letters – Small and Capital D. Using Action Words E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.5.1.1	B1.2.3.1.1. B1.5.4.1.1.	B1.4.3.1.1 B1.6.1.1.1
Content standard (code)	B1.1.5.1. B1.5.4.1..	B1.2.3.1.. B1.6.1.1.	B1.4.3.1.
Performance Indicator	A. Learners can dramatise stories heard B. Learners can use common rhyming endings to decode simple words C. Learners can match lower and upper case letters D. Learners can use the present tense of verbs to describe habitual actions E. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

Keywords		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
T. L .R. (s)			
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Learners watch/listen to a s story /folktale. (Interperse the story with songs and gestures)</p> <p>DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Begin the lesson with the narration of a familiar story. • Have learners identify the characters in the story and their roles. • Have learners role-play some specific characters in groups. • Let learners talk about theirs and others' roles <p>Assessment: let learners dramatise stories heard</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 	<p>B.READING</p> <ul style="list-style-type: none"> • 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>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it'</p>

	<p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Assessment: let learners use common rhyming endings to decode simple words</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Alphabet Relay</p> <p>divide your students into two groups. Have each group write the letters of the alphabet on pieces of paper you give them to make flashcards. Shuffle each group of flashcards and place them in two piles on one side of the room. Have each group line up on the opposite side of the room. On the word "Go," the first student in each line has to run across the room, find the letter A, and bring it back to their group. The next student finds the letter B,</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Show a chart of letters (small and capital). e.g. A B C D E... a b c d e... • Place letter cards (small and capital letters) on the teacher's table. • Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars. • Let learners write the letters in their books. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>and so on. The first group to get to Z wins!</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners match lower and upper case letters</p>	
<p>Thursday, 60 minutes</p>	<p>Word Jumble Race</p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. <p>Assessment: let learners use the present tense of verbs to describe habitual actions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
---------------------------	---	--	--

Vetted by :

Signature:

Date :

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 25th February, 2022			Class size:	
Day :			Date :	
Monday, 60 minutes			21st February, 2022	
Tuesday, 60 minutes			22nd February, 2022	
Wednesday, 60 minutes			23rd February, 2022	
Thursday, 60 minutes			24th February, 2022	
Friday, 60 minutes			25th February, 2022	
Period :			Lesson :	
2			1 of 5	
2			2 of 5	
2			3 of 5	
2			4 of 5	
2			5 of 5	
Strand : NUMBER			Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)		B1.1.2.2.2		
Content standard (code)		B1.1.2.2.		
Performance Indicator		Learners can use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Counters		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1	

	<p>learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>example, subtracting eight from 10 ($10 - 8$) is the same as identifying the number that must be added to 8 to make 10)</p> <p>$10 - 8 = \text{What?}$ Means $8 + \text{What?} = 10$</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out bottle caps to learners to solve this: $5 + _ = 9$, $\rightarrow 9 - _ = 5$ <p>High Ability Learners</p> <ul style="list-style-type: none"> • Let learners work in pairs to pose their own addition and subtraction sentences and solve them. <p>Assessment: have learners to practice with more examples</p>	<p>as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 ($10 - 8$) is the same as identifying the number that must be added to 8 to make 10)</p> <p>$10 - 8 = \text{What?}$ Means $8 + \text{What?} = 10$</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out bottle caps to learners to solve 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>this: $5 + _ = 9, \rightarrow 9 - _ = 5$</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Let learners work in pairs to pose their own addition and subtraction sentences and solve them. <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 ($10 - 8$) is the same as identifying the number that must be added to 8 to make 10)</p> <p>$10 - 8 = \text{What?}$ Means $8 + \text{What?} = 10$</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out bottle caps to learners to solve <p>this: $5 + _ = 9, \rightarrow 9 - _ = 5$</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Let learners work in pairs to pose their own addition and subtraction sentences and solve them. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner		
Friday, 60 minutes	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p>DEBRIEFING</p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and vice versa (For example, subtracting eight from 10 ($10 - 8$) is the same as identifying the number that must be added to 8 to make 10)</p> <p>$10 - 8 = \text{What?}$ Means $8 + \text{What?} = 10$</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Give out bottle caps to learners to solve this: $5 + _ = 9$, $\rightarrow 9 - _ = 5$ <p>High Ability Learners</p> <ul style="list-style-type: none"> • Let learners work in pairs to pose their own addition and subtraction sentences and solve them. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 25th February, 2022			Class size:
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 21st February, 2022 24th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B1.1.2.1.1		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can identify and name a variety of everyday materials in their immediate		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Plastic, Metal, Ceramic, Glass		
T. L .R. (s)	material such as paper, clay, wood, metal, glass, leaves, fabric and straw.		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student	<ul style="list-style-type: none">Teacher engages learners with questions about metals, wood, plastics, soil, glass, textiles, water and stone they see around the playground and other places outside the school; or engages learners to go on a nature’s walk and observe and collect materials present in their environment. Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify and name a variety of everyday materials in their immediate</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<ul style="list-style-type: none"> • In groups, learners observe, sort, identify and name materials collected such as wood, plastic, soil, metals glass, textile, water and stone; and explain the basis of their classification. • Reflect on what they have learnt and relate the lesson to everyday uses of the materials. <p>Teacher should build a stock of materials into a Science corner to annul any shortages.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners identify and name a variety of everyday materials in their immediate</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 25th February, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd February, 2022 24th February, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B1.2.1.1.1.		
Content standard (code)	B1.2.1.1.		
Performance Indicator	Learners can explore the uses of things in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Posters, internet, computer, man-made, natural	
T. L .R. (s)		Pictures, posters, computer, internet, films, chart, projector	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot	Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses e.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention the uses of things in the environment</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a</p>	<p>Learners browse the internet, draw or look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens</p> <p>As learners use the internet to browse pictures of things in the environment, teacher helps learners learn about the use of parts of the computer e.g. the mouse, keyboard, monitor or system unit and how they are connected</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention the uses of the parts of the computer</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 25th February, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd February, 2022 24th February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : History as a Subject			Sub-strand : Why and How We Study History	
Indicator (code)		B1.1.1.1.2		
Content standard (code)		B1.1.1.1.		
Performance Indicator		Learners can describe how sources of historical evidence help us find out about past human activities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		celebrate, married, coffin, bury, plague, independent, honou		
T. L .R. (s)		pictures from magazines and newspapers, objects from the past, such as old phones, old clothes, pictures of old cars		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the	Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<p>Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge</p> <p>Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 25th February, 2022			Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes			Date : 21st February, 2022 23rd February, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS			Sub-strand : Planning, Making and Composing	
Indicator (code)		B1 2.2.3.1		
Content standard (code)		B1 2.2.3.		
Performance Indicator		Learners can create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of	Learners are to: ☐ plan and perform basic dance movements and patterns based on dances performed in the local and community ☐ select and use suitable and appropriate instruments and resources	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>such as drums, shakers, rattles and whistles to create own music, dance and drama.</p> <p>Assessment: let learners create own artworks based on performing artworks produced or performed in the local community that reflect the history and culture or way of life of the people</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☑ plan and perform basic dance movements and patterns based on dances performed in the local and community ☑ select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama. <p>Assessment: let learners create own artworks based on performing artworks produced or performed in the local community that reflect the history and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>culture or way of life of the people</p>	
--	--	---	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 25th February, 2022			Class size:	
Day : Friday, 60 minutes			Date : 25th February, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.3:		
Content standard (code)		B1. 1.1.1.		
Performance Indicator		Learners can Examine some attributes of God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.		In groups, guide learners to talk about the attributes of God. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention the attributes of God.</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 25th February, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th February, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.3		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can strike a light ball upward continuously, using a large, short-handled paddle.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Cones balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	After general and specific warm ups, demonstrate to learners how to strike a ball upward continuously using a large, short-handled paddle: 1. Stand with shoulders straight holding a ball and short-handled paddle. Toss a ball up and strike it upwards continuously as it drops within your reach with a short-handled paddle or bat. 2. Guide learners to practice as individuals and in groups at their own pace.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	maximal performance and to prevent injuries	3. Organise games for learners in pairs to serve and play a rally for fun and enjoyment End the lesson with cool down.	Independent Activity/ Homework:
--	---	---	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 25th February, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge	
Indicator (code)	B1.2.4.1.1.	B1.2.4.1.2	B1.2.4.1.3
Content standard (code)	B1.2.4.1..	B1.2.4.1.	B1.2.4.1.
Performance Indicator	<ul style="list-style-type: none"> Learners should blend sounds to produce syllables Learners should blend syllables to produce simple words. Learners should segment syllables and words into sounds and words. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups.	<ul style="list-style-type: none"> Write the letters of the alphabet on the board. Say the sounds aloud to learners. 	What new things have you learned today?

	<ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners say the sounds of the letters. • Lead learners to use the sounds of the letters on the board to produce syllables. Eg: /b/ + /a/ = ba; /t/ + /o/ = to etc <p>Assessment: let learners blend sounds to produce syllables</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the 	<ul style="list-style-type: none"> • 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. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>sounds to read the word and writes the word on the board. That particular onset is put aside. Example Sink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners blend syllables to produce simple words</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • 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/ <p>Assessment: let learners segment syllables and words into sounds and words.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 7

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 4th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Dramatisation and Role-Play B. Word Families, Rhyming Endings and Common Digraphs C. Labelling Items D. Using Qualifying Words – Adjectives E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.5.1.1. B1.6.1.1.1	B1.2.3.1.1.	B1.4.4.1.1 B1.5. 5.1.1.
Content standard (code)	B1.1.5.1. B1.6.1.1.	B1.2.3.1.	B1.4.4.1. B1.5. 5.1..
Performance Indicator	A. Learners can dramatise stories heard B. Learners can use common rhyming endings to decode simple words C. Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself D. Learners can identify adjectives and use them to describe oneself and other people E. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)</p> <p>DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Begin the lesson with the narration of a familiar story. • Have learners identify the characters in the story and their roles. • Have learners role-play some specific characters in groups. • Let learners talk about theirs and others' roles. <p>Assessment: let learners dramatise stories heard</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p>	<p>B.READING</p> <ul style="list-style-type: none"> • 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. • Have learners build on these rhyming endings. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. <p>Assessment: let learners use common rhyming endings to decode simple words</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws</p>	<p>C. WRITING</p> <p>Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. 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> <ul style="list-style-type: none"> • Have learners go round to observe the pictures. • In groups, let learners share their observations. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

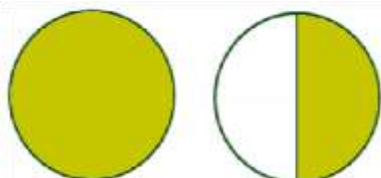
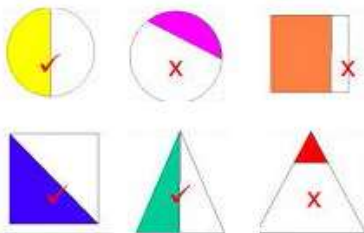
	<p>the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING:</p> <p>How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> • Ask learners to draw and label three objects of their choice. <p>Assessment: let learners draw simple pictures of peers or various objects and use invented spelling to write about oneself</p>	
Thursday, 60 minutes	<p>Guess the flashcard</p> <p>While holding a hidden set of flashcards in your hands, slowly reveal them one at a time while the students guess what it is. The child who guesses correctly gets to keep the flashcards –</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • Have learners read level-appropriate texts describing people. • Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. <p>Assessment: let learners identify adjectives and use them to describe oneself and other people</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

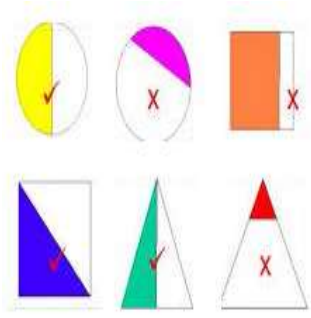
<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
---------------------------	--	--	--

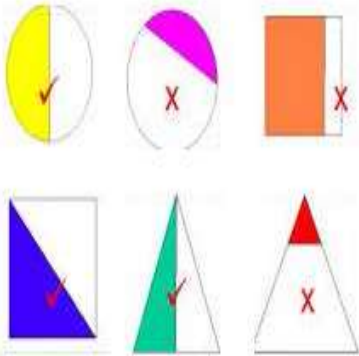
SUBJECT: MATHEMATICS

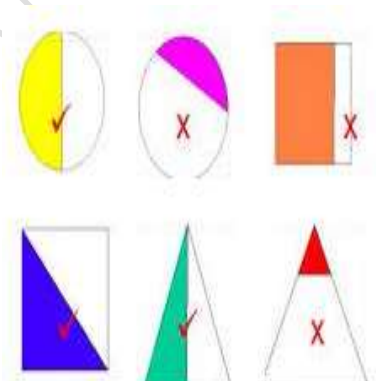
CLASS: ONE

Week Ending: 4th March, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER			Sub-strand : Fractions	
Indicator (code)		B1.1.3.1.1		
Content standard (code)		B1.1.3.1.		
Performance Indicator		Learners can Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Whole, part		
T. L .R. (s)		Sheets of paper, colour pencils, oranges,		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.	Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts E.g. 2. Use pictorial representations to explain the fraction half as the quantity		What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>obtained by taking 1 part when a whole object is partitioned into two equal parts</p> <div data-bbox="711 296 1089 525">  <p>One whole one half</p> </div> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with pictures of objects that are wholes and those that are not. Learners point to an object and tell if it is a whole or not. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide shapes into equal halves. <p>Assessment: have learners to practice with more examples</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday, 60 minutes</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> <div data-bbox="662 1688 1024 1919">  </div>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some</p>

	<p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	<p>of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>  <p>Differentiated Lessons</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	
Friday, 60 minutes	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	
--	--	---	--

Vetted by :

Signature:

Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 4th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 28th February, 2022 3rd March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		B1.1.2.1.2		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can describe and group materials by their appearance (shape, size, colour, texture, mass)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		rough, smooth, light, coloured.		
T. L .R. (s)		wood, fabric, metals and paper		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They	<ul style="list-style-type: none">• Learners describe the appearance of the materials (in SEMESTERs of colour, size, feel, length, etc.).• Group materials based on their observable properties such as shape, size (big/small), colour, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light).		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:

	<p>have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)</p>	
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p>	<ul style="list-style-type: none"> • Draw and colour several objects/ materials based on their appearance such as colour and shape. • Display their drawings for class observation and talk about them. • Relate the lesson with everyday experiences (appearance and properties of common items). <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners draw and colour several objects/ materials based on their appearance such as colour and shape.</p>	
--	---	---	--


Vetted by :

Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 4th March, 2022			Class size:		
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 1st March, 2022 3rd March, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : ALL AROUND US			Sub-strand : The Environment and the Weather		
Indicator (code)		B1.2.1.2.1			
Content standard (code)		B1.2.1.2.			
Performance Indicator		Learners can identify and describe different weather conditions			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		Posters, internet, computer, man-made, natural			
T. L .R. (s)		pictures, posters, computer, internet, films paper, chart, projector.			
Ref:		Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team	Show pictures/films of different weather conditions. Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather e.g. i) Sunny weather, ii) Windy weather, iii) Rainy weather, iv) Cloudy weather		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or	

	<p>members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Sunny weather Windy weather Rainy weather</p>  <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention and describe different weather conditions</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat</p>	<p>Learners in groups: describe the weather type from their pictures to the class; mention the weather of the day from what they can observe outside their classroom</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention and describe different weather conditions</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 4th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 1st March, 2022 3rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)		B1.1.4.2.1	
Content standard (code)		B1.1.4.2.	
Performance Indicator		Learners can state the similarities and differences between the communities where learners live.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		pictures, television set, video machine or projector, CD player, computer or laptop, modem.	
T. L .R. (s)		historical site	
Ref:		History curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited	Visit historical sites in town e.g. an old chapel, a post office, a chief’s palace, groves, forests, wetlands etc. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game?</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, groves, forests, wetlands etc.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge</p> <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 4th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th February, 2022 2nd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	Learners can plan a display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people		
Content standard (code)	B1 1.3.4.1		
Performance Indicator	B1 1.3.4.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre or gallery ☐ discuss the need for displaying portfolio of own visual artworks ☐ plan a display of own portfolio of visual artworks	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>(e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community</p> <p>Assessment: let learners write a plan for display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ watch a short video on an exhibition or visit an exhibition centre or gallery ☐ discuss the need for displaying portfolio of own visual artworks ☐ plan a display of own portfolio of visual artworks (e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners write a plan for display of own artworks to share creative experiences based on visual artworks produced or found in the local community that reflect the history and culture of the people</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 4th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 4th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.3:		
Content standard (code)		B1. 1.1.1.		
Performance Indicator		Learners can examine some attributes of God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount	Engage learners with pictures, charts, video clips, songs and role play to demonstrate attributes of God showing: love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community. Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some attributes of God</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 4th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 4th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.4:		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can demonstrate the underhand throw pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After learners have warmed up, demonstrate the underarm throw pattern by standing with shoulders straight and holding a ball. Swing the hand with the ball backward as you simultaneously step forward with the foot. Swing the hand forward and throw the ball with the palm facing forward. Guide learners to practice as individuals and in groups. Observe them practice and give feedback for correction and motivation. Organise underarm throws for distance or target. Let learners cool down to end the lesson	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 4th March, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B1.3.1.1.1	B1.3.1.1.2	
Content standard (code)	B1.3.1.1.	B1.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should control wrist in letter writing and pattern drawing Learners should trace given shapes 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>letters and drawing patterns.</p> <ul style="list-style-type: none"> • Call learners one by one to write the letters and draw patterns in the sand tray while you control them. • Make sure they move their wrist correctly. <p>Assessment: let learners write the letters and draw patterns in the sand tray</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches</p>	<ul style="list-style-type: none"> • Draw broken lines on papers. • Give the papers to learners and lead them to trace the broken lines to form shapes. • Let each learner show his/her work to the class and discuss it. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners trace given shapes</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 	<ul style="list-style-type: none"> • Draw broken lines on papers. • Give the papers to learners and lead them to trace the broken lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners trace given shapes</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>		
--	---	--	--

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 8

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 11th March, 2022		Class size:
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Labelling Items D. Using Qualifying Words – Adjectives E. Building the Love and Culture of Reading
Indicator (code)	A. Learners can use appropriate greetings for different times of the day B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself D. Learners can identify adjectives and use them to describe oneself and other people E. Learners can read a variety of age – appropriate books and texts from print	
Content standard (code)	B1.1. 6.1.1 B1.2.6.1.1. B1.4.4.1.1 B1.5. 5.1.1. B1.6.1.1.1	
Performance Indicator	B1.1. 6.1. B1.2.6.1. B1.4.4.1. B1.5. 5.1.1 B1.6.1.1.	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to recite/sing the rhyme/song ' Good morning to you' DEBRIEFING 1.What did you enjoy about the song? 2.What was the song about? 3. what benefit do we get from songs? Share lesson indicator and treat key words with learner	A. ORAL LANGAUGE • Revise daily greetings by having learners identify greeting times in the day. e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening. • Discuss the correct responses to these greetings. • Let learners take turns to demonstrate greetings at different times of the day and also practise the appropriate responses. • Discuss the importance of greetings Assessment: let learners use appropriate greetings for different times of the day	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Tuesday, 60 minutes	Cover Up Learners in convenient groups.	B.READING • Introduce the appropriate sight words beginning with the	What new things have you learned today?

	<p>1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>commonest. Write them on the board, e.g. chair, table, child, etc.</p> <ul style="list-style-type: none"> • Use the word “tree” to teach the sight words. • Have learners repeat the words aloud. • Have learners use the sight words in meaningful sentences. <p>Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have each learner choose and draw a peer and write a line or two about that person. • Assist learners with spelling where necessary. • Have learners share their work with their partners. • Similarly, let learners draw pictures of themselves and write a sentence or two about the pictures. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners draw simple pictures of peers or various objects and use invented spelling to write about oneself</p>	
<p>Thursday, 60 minutes</p>	<p>Guess the flashcard</p> <p>While holding a hidden set of flashcards in your hands, slowly reveal them one at a time while the students guess what it is. The child who guesses correctly gets to keep the flashcards –</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Assessment: let learners use adjectives to describe oneself and other people</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <p>1. Write a word on the board.</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their</p>

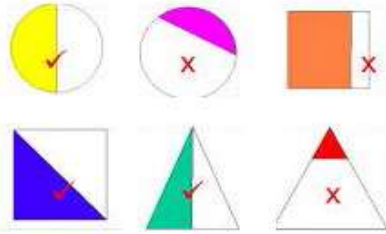
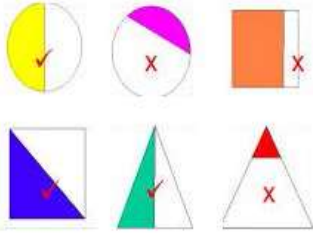
	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
--	--	--	---

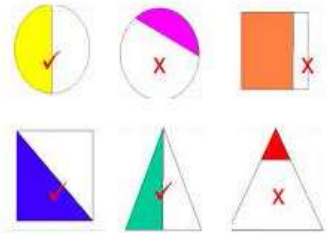
Vetted by : Signature: Date :

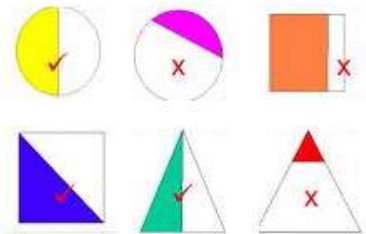
SUBJECT: MATHEMATICS

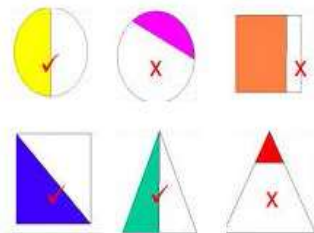
CLASS: ONE

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
Period : 2 2 2 2		Lesson : 1 of 4 2 of 4 3 of 4 4 of 4	
Strand : NUMBER		Sub-strand : Fractions	
Indicator (code)		B1.1.3.1.1	
Content standard (code)		B1.1.3.1.	
Performance Indicator		Learners can Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Whole, part, half, one-half, equals.	
T. L .R. (s)		Sheets of paper, colour pencils, oranges	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up.	Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really

	<p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	
Thursday, 60 minutes	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends? <p>Share lesson indicator and treat key words with learner .</p>	<p>into two equal parts.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	
Friday, 60 minutes	<ol style="list-style-type: none"> 1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to divide a given set of items into two equal parts. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p>DEBRIEFING</p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to mentally tell the half of a given group of items. <p>Assessment: have learners to practice with more examples</p>	
--	---	---	--

Vetted by :

Signature:

Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 11th March, 2022			Class size:	
Day : Thursday, 60 minutes			Date : 10th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		B1.1.2.1.2		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can describe and group materials by their appearance (shape, size, colour, texture, mass)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		rough, smooth, light, coloured.		
T. L .R. (s)		wood, fabric, metals and paper		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.	<ul style="list-style-type: none">Learners describe the appearance of the materials (in SEMESTERs of colour, size, feel, length, etc.).Group materials based on their observable properties such as shape, size (big/small), colour, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light). Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively. Independent Activity/ Homework:	

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)</p>	
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<ul style="list-style-type: none"> • Draw and colour several objects/ materials based on their appearance such as colour and shape. • Display their drawings for class observation and talk about them. • Relate the lesson with everyday experiences (appearance and properties of common items). <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners draw and colour several objects/ materials based on their appearance such as colour and shape.</p>	
--	---	--	--


Vetted by : Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 11th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 8th March, 2022 10th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : The Environment and the Weather	
Indicator (code)	B1.2.1.2.1		
Content standard (code)	B1.2.1.2.		
Performance Indicator	Learners can identify and describe different weather conditions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Posters, internet, computer, man-made, natural	
T. L .R. (s)		pictures, posters, computer, internet, films paper, chart, projector.	
Ref:		Our World Our People curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Show pictures/films of different weather conditions. Learners use rhymes, e.g. “rain, rain go away”, to tell the types of weather e.g. i) Sunny weather, ii) Windy weather, iii) Rainy weather, iv) Cloudy weather	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Sunny weather Windy weather Rainy weather</p>  <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention and describe different weather conditions</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board.</p> <p>One of the team members</p>	<p>Learners in groups: describe the weather type from their pictures to the class; mention the weather of the day from what they can observe outside their classroom</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention and describe different weather conditions</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

WEEK EIGHT : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 11th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 8th March, 2022 10th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : History as a Subject			Sub-strand : Community History	
Indicator (code)		B1.1.4.2.1		
Content standard (code)		B1.1.4.2.		
Performance Indicator		Learners can State the similarities and differences between the communities where learners live.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		pictures, television set, video machine or projector, CD player, computer or laptop, modem.		
T. L .R. (s)		historical site		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by	Learners list the names of historical sites starting with the oldest to the most recent. Assessment: let learners list the names of historical sites starting with the oldest to the most recent.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p>	<p>Learners list the names of historical sites starting with the oldest to the most recent.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners list the names of historical sites starting with the oldest to the most recent.</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 11th March, 2022			Class size:
Day : Wednesday, 60 minutes		Date : 9th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)		B1 2.3.4.2	
Content standard (code)		B1 2.3.4.	
Performance Indicator		Learners can plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Learners are to: ☐ watch a short video that reflect the natural and manmade environments in the local community; ☐ select compositions according to factors such as creativity and originality; ☐ plan the arrangement of own music, dance and drama	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>to share own views on the natural and manmade environments of the local community.</p> <p>Assessment: let learners write a plan for a display of own performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ watch a short video that reflect the natural and manmade environments in the local community; ☐ select compositions according to factors such as creativity and originality; ☐ plan the arrangement of own music, dance and drama to share own views on the natural and manmade environments of the local community. <p>Assessment: let learners plan for a display of own</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>performing artworks to share own creative experiences based on ideas that reflect the natural and manmade environments in the local community</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 11th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : God, His Creation and Attributes		Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.3:	
Content standard (code)		B1. 1.1.1.	
Performance Indicator		Learners can examine some attributes of God	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		RME curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited	Let learners role play the following activities: - home: family members caring for one another Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some attributes of God</p>	
--	--	--	--

Vetted by :

Signature:

Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 11th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 11th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.5:		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can Throw and catch a self-tossed ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Take learners through warm ups (general and specific). Demonstrate how to throw and catch a self-tossed ball by throwing a ball with two hands up and catch the ball as it drops. Guide learners to practice throw and catch a self-tossed ball as individuals. Let them throw for others to catch. Organise a mini handball/basketball or netball game for learners to apply the skills for fun and enjoyment. End lesson with cool/warm down activities.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 11th March, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	B1.3.1.1.3	B1.3.1.1.4	
Content standard (code)	B1.3.1.1.	B1.3.1.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners should write patterns of letters in continuous form Learners should model various objects that interest them 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Write the letters of the alphabet on a manila card and show it to learners. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Lead learners to practice how to write letter patterns in continuous form <p>Assessment: let learners write patterns of letters in continuous form</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the</p>	<ul style="list-style-type: none"> • Provide learners with different objects. • Let learners recognise the objects and talk about them. • Talk about their uses and where the objects can be found. • Lead learners to model various objects that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>interest them individually</p> <p>Assessment: let learners model various objects that interest them</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • Provide learners with different objects. • Let learners recognise the objects and talk about them. • Talk about their uses and where the objects can be found. • Lead learners to model various objects that interest them individually <p>Assessment: let learners model various objects that interest them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 9

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing Simple Words and Sentences D. Using Qualifying Words – Adjectives E. Building the Love and Culture of Reading	
Indicator (code)	B1.1. 6.1.2. 5.1.1.	B1.2.6.1.1. B1.6.1.1.1	B1.4.5.1.1 B1.5.
Content standard (code)	B1.1. 6.1. 5.1..	B1.2.6.1.. B1.6.1.1.	B1.4.5.1. B1.5.
Performance Indicator	A. Learners can describe the home, people or places B. Learners can read level-appropriate sight words and use many of them in meaningful sentences C. Learners can make a list of objects in the school D. Learners can identify adjectives and use them to describe oneself and other people E. Learners can read a variety of age – appropriate books and texts from print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Engage learners to recite/sing the rhyme/song ' Good morning to you'</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1.What did you enjoy about the song? 2.What was the song about? 3. what benefit do we get from songs? <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy. • Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings. • Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other. • Show pictures of homes, people and places and have learners think-pair-share their observations with the person sitting next to them and with the class 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: let learners describe the home, people or places	
Tuesday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <p>Tell a story and have learners identify sight words in the story.</p> <ul style="list-style-type: none"> • Have learners use the sight words in meaningful sentences, e.g. deSEMESTERiners - the: The boy is my friend. <p>Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday, 60 minutes	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books. <p>Assessment: let learners make a list of objects in the school</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Memory</p> <p>For this game, you need to have two sets of matching flashcards and corresponding words. Simply place all the cards face down on the floor and have the children take turns picking two cards until they match a pair.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners write parallel sentences to describe their friends</p> <p>Assessment: let learners use adjectives to describe oneself and other people</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>



Vetted by :


Signature: Date :


SUBJECT: MATHEMATICS



CLASS: ONE


Week Ending: 18th March, 2022			Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes			Date : 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER			Sub-strand : Money	
Indicator (code)		B1.1.4.1.1		
Content standard (code)		B1.1.4.1.		
Performance Indicator		Learners can recognise Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among the		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		Coin, cedi, pesewas, note		
T. L .R. (s)		Ghana pesewa coins, 1 cedi note		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Monday, 60 minutes	Learners form convenient groups.	. Display the various coins currently being used for transaction in Ghana and initiate discussion on the need for		What new things have you learned today?

	<p>Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>monetary transaction. Learners touch feel and say the features of each coin</p>   <p>Introduce the one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewa and guide learners learn to identify and recognize the money by name and value</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with some pesewa coins to identify and tell the differences in value. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Present learners with coins to tell how much more is one coin bigger/smaller than the other. <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	--	---	---

<p>Tuesday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with set of pesewa coins to choose a coin that is equivalent to the set of coins. E.g. a set of 5 10p coins make 1 50p coin. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make different sets of coins that make up 1cedi. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
----------------------------	---	--	--

<p>Wednesday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with set of pesewa coins <p>to choose a coin that is equivalent to the set of coins. E.g. a set of 5 10p coins make 1 50p coin.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make different sets of coins that make up 1cedi. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
----------------------------------	---	---	--

<p>Thursday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>   <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with set of pesewa coins to choose a coin that is equivalent to the set of coins. E.g. a set of 5 10p coins make 1 50p coin. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make different sets of coins that make up 1cedi. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
-----------------------------	---	---	--

<p>Friday, 60 minutes</p>	<p>Learners form convenient groups. Give each group a designed money cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p> <p>The learner with the highest number of cards at the end wins the game</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together? <p>Share lesson indicator and treat key words with learner .</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with set of pesewa coins <p>to choose a coin that is equivalent to the set of coins. E.g. a set of 5 10p coins make 1 50p coin.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make different sets of coins that make up 1cedi. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
---------------------------	---	---	--

WEEK NINE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 18th March, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 14th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		B1.1.2.2.1		
Content standard (code)		B1.1.2.2.		
Performance Indicator		Learners can identify and classify materials as solid, liquid or gas		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess	<ul style="list-style-type: none">Learners explore and list materials they see in their environment.In groups, sort the materials into solid, liquid or gas. NB: To demonstrate the presence of gas, learners can use paper cards /sheets of paper and wave them across their faces.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • In groups, learners sort different substances into the solid, liquid or gaseous states with reasons. • Each group presents their work to the whole class for discussions. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	
--	--	--	--

		<p>those learners who need more of a challenge</p> <p>Assessment: let learners identify and classify materials as solid, liquid or gas</p>	
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners answer the following questions: What makes a solid different from a liquid? How is a liquid different from a gas? • Learners can be engaged in more activities to investigate and identify substances in the solid, liquid and gaseous states. E.g. inflating a balloon, breathing in and out; etc. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

		Assessment: let learners identify substances in the solid, liquid and gaseous states	
--	--	--	--

Vetted by :..... Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 18th March, 2022			Class size:
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 15th March, 2022 17th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : ALL AROUND US		Sub-strand : Plants and Animals	
Indicator (code)	B1.2.2.1.1.		
Content standard (code)	B1.2.2.1.		
Performance Indicator	Learners can Identify different plants in the environments and their uses		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	Observe, environment, forest, trees, grassland, rubber, decoration		
T. L .R. (s)	Films, pictures, internet, charts paper, pencils, computer, projector,		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat	Learners go on a nature walk to observe and talk about different plants in the environment. Learner watch films/pictures of plants in the environment to show forest trees, grassland, maize, cocoa, shea butter trees, rubber, mangoes, to enable learners understand that	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>different plants live in different environments.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify different plants in the environments</p>	
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a</p>	<p>Learners talk about uses of plants and share the information with the whole class. The uses of plants include food, clothing, shelter, medicine, decoration and shades.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners identify different plants in the environments and their uses</p>	
--	---	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 18th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 15th March, 2022 17th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : History as a Subject			Sub-strand : Community History	
Indicator (code)		B1.1.4.2.1		
Content standard (code)		B1.1.4.2.		
Performance Indicator		Learners can state the similarities and differences between the communities where learners live.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		pictures, television set, video machine or projector, CD player, computer or laptop, modem.		
T. L .R. (s)		historical site		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by	Learners sketch what they have seen on their visit. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners sketch what they have seen on their visit</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game?</p>	<p>Learners sketch what they have seen on their visit.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners sketch what they have seen on their visit</p>	
--	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 18th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 14th March, 2022 16th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : VISUAL ARTS,PERFORMING ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.4.2	B1 2.3.5.1	
Content standard (code)	B1 1.3.4.	B1 2.3.5.	
Performance Indicator	<ul style="list-style-type: none">Learners can plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local communityLearners can perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class.	Learners are to: ☑ clean the classroom or available space and organise it for the exhibition;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in the local community</p> <p>Assessment: let learners write a plan for a display of own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments in the local community</p>	<p>'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p>	<p>Learners are to:</p> <p>watch a video or live performance of music, dance and drama on the culture of the local community;</p> <p>plan to perform some of the music, dance and drama performed during a festival;</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>plan to perform own music, dance and drama compositions to share with, educate and inform the public on own knowledge and understanding of the history and culture of the local community</p> <p>Assessment: let learners perform or present own artworks to share own creative experiences of performing artworks that reflect the history and culture or way of life of people in the local community</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 18th March, 2022			Class size:	
Day : Friday, 60 minutes			Date : 18th March, 2022	
Period : 2			Lesson : 1 of 1	
Strand : God, His Creation and Attributes			Sub-strand : God the Creator	
Indicator (code)		B1. 1.1.1.3:		
Content standard (code)		B1. 1.1.1.		
Performance Indicator		Learners can examine some attributes of God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Pictures		
Ref:		RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.	Let learners role play the following activities: - home: - school: teachers and learners demonstrate care and love among themselves Differentiated learning	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some attributes of God</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 18th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 18th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.6		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can catch a flying ball above the head.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Lead learners through warm ups activities. Demonstrate how to catch a flying ball by stretching the arms forward, fingers opened with thumbs and index fingers close to each other. Let learners throw a ball and step forward to catch it. Guide learners in pairs to throw and catch flying balls in turns whiles you observe and give feedback. Organise a handball, basketball or netball mini game for learners to apply the skills in a real-life situation with fun and enjoyment. End the lesson with cool down activities	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 18th March, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing		Sub-strand : Writing Letters-Small and Capital	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should combine strokes to form shapes. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to	<ul style="list-style-type: none"> Draw strokes of lines on papers. Give the papers to learners and lead them to trace the strokes of lines to form shapes. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners combine strokes to form shapes</p>	<p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p>	<ul style="list-style-type: none"> • Draw strokes of lines on papers. • Give the papers to learners and lead them to trace the strokes of lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners combine strokes to form shapes</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<ul style="list-style-type: none"> • Draw strokes of lines on papers. • Give the papers to learners and lead them to trace the strokes of lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>Assessment: let learners combine strokes to form shapes</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .		
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 10

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing Simple Words and Sentences D. Using Simple Prepositions E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.7.1.1.	B1.2. 7.1.1. B1.5.7.1.1.	B1.4.5.1.1 B1.6.1.1.1
Content standard (code)	B1.1.7.1. B1.6.1.1.	B1.2. 7.1.	B1.4.5.1. B1.5.7.1..
Performance Indicator	A. Learners can listen to and reproduce narrative texts B. Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions C. Learners can make a list of objects in the school 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Before Reading – Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. – Have them predict the story. • During Reading – Read a story. Pause at vantage points and have learners talk about the content of the text. • After Reading – Have the learners answer simple questions based on the text. – Have them role-play the events in the story <p>Assessment: let learners listen to and reproduce narrative texts</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Tuesday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B.READING</p> <p>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text..</p> <p>Assessment: let learners use illustrations, text clues (title, headings) and context to make inferences and predictions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books. <p>Assessment: let learners make a list of objects in the school</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Memory</p> <p>For this game, you need to have two sets of matching flashcards and corresponding words. Simply place all the cards face down on the floor and have the children take turns picking two cards until they match a pair.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • State the position of various classroom objects using simple prepositions. • Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair. • Let learners identify the words in, on, etc. as words that show position. • Pair up learners and have them use the prepositions identified in 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<p>simple and meaningful sentences.</p> <p>Assessment: let learners use prepositions in oral and written language to indicate position.</p>	
Friday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	Share lesson indicator and treat key words with learner .		
--	---	--	--







Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : Algebra		Sub-strand : Patterns and Relationship	
Indicator (code)		B1.2.1.1.1	
Content standard (code)		B1.2.1.1.	
Performance Indicator		Learners can demonstrate an understanding of repeating patterns with 2 to 4 repeating elements	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		Patterns, order, shapes, number	
T. L .R. (s)		Numeral cards 1 – 9 (at least 20 of each numeral)	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid	Identifying, duplicating, extending or creating a simple - number patterns (1, 2, 3, 4, 1, 2, 3, 4... __) with 2 to 4 repeating elements,	What new things have you learned today? Learning progress voting:

	4	1	6	-	shape patterns (e.g.  	Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
	5	7	40	★   ★   ...)		
	3	16	13	repeating elements,		
	10	14	2			
	42	19	36	Differentiated Lessons		
	18	25	35	Low Ability Learners		
				• Working in pairs, let them		
	<p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>				continue these	
					patterns. 111, 112, 113, 11..... 101, 201, 301.....	
					High Ability Learners	
					• Working in pairs, they create two number patterns on their own	
					Assessment: have learners to practice with more examples	

Tuesday, 60 minutes	<div>1. Learners form convenient groups.</div> <div>2. Give each group a number chart/Bingo grid</div> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <div>3. Groups study the number chart / Bingo grid</div> <div>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</div> <div>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</div> <div>DEBRIEFING</div> <div>I. How was the game? What makes it so?</div> <div>2. How were you able to identify the numbers mentioned?</div>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<div>Identifying, duplicating, extending or creating a simple</div> <div>- number patterns (1, 2, 3, 4, 1, 2, 3, 4... __) with 2 to 4 repeating elements,</div> <div>- shape patterns (e.g. □ □ ★ □ □ ...) with 2 to 4 repeating elements,</div> <div>Differentiated Lessons</div> <div>Low Ability Learners</div> <div>• Working in pairs, let them continue these patterns.</div> <div>323, 323, 323</div> <div>541, 542, 543</div> <div>High Ability Learners</div> <div>• Working in pairs, they create two number patterns on their own</div> <div>Assessment: have learners to practice with more examples</div>	<div>What new things have you learned today?</div> <div>Learning progress voting:</div> <div>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</div> <div>Independent Activity/ Homework:</div>
4	1	6																						
5	7	40																						
3	16	13																						
10	14	2																						
42	19	36																						
18	25	35																						

	<p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>																							
Wednesday, 60 minutes	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Identifying, duplicating, extending or creating a simple -sound (clap, clap, snap, snap, clap, clap, snap, snap...) with 2 to 4 repeating elements, or - action patterns (stand up, sit down, clap, stand up, sit down, clap...) with 2 to 4 repeating elements. –</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Present 3 repeating element sound <p>pattern: jump, clap, jump</p> <p>High Ability Learners</p> <ul style="list-style-type: none">• Move forward one, move backward two, move forward three up to nine (9) <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
4	1	6																						
5	7	40																						
3	16	13																						
10	14	2																						
42	19	36																						
18	25	35																						

	<p>numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>colour them.</p> <p>Assessment: have learners to practice with more examples</p>																						
Friday, 60 minutes	<p>1. Learners form convenient groups.</p> <p>2. Give each group a number chart/Bingo grid</p> <table border="1"><tr><td>4</td><td>1</td><td>6</td></tr><tr><td>5</td><td>7</td><td>40</td></tr><tr><td>3</td><td>16</td><td>13</td></tr><tr><td>10</td><td>14</td><td>2</td></tr><tr><td>42</td><td>19</td><td>36</td></tr><tr><td>18</td><td>25</td><td>35</td></tr><tr><td></td><td></td><td></td></tr></table>	4	1	6	5	7	40	3	16	13	10	14	2	42	19	36	18	25	35				<p>Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,</p> <p>- <u>??????????????</u></p> <p>- 2 4 6 2 ____ 6)</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none">• Arrange 2D shapes for them to identify the error. They should work in pairs.	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p>
4	1	6																						
5	7	40																						
3	16	13																						
10	14	2																						
42	19	36																						
18	25	35																						

	<p>3. Groups study the number chart / Bingo grid</p> <p>4. Group leaders call out a number randomly and learners cross out that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.</p> <p>5. Learners identify the numbers around the number that has been cross out and tell the relationship between the number and the numbers around it. i.e to the right, left, top and down of the number.</p> <p>DEBRIEFING</p> <p>1. How was the game? What makes it so?</p> <p>2. How were you able to identify the numbers mentioned?</p> <p>3. Has there been a situation in your life where you have to identify something and its position? How did you do it?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>High Ability Learners</p> <ul style="list-style-type: none"> • Learners work in pairs. Present to them the four 2D shapes. Learners make their own pattern, make mistakes and the other learner identify them. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
--	--	--	--

Vetted by :.....

Signature:

Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 21st March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : DIVERSITY OF MATTER		Sub-strand : MATERIALS	
Indicator (code)	B1.1.2.3.1		
Content standard (code)	B1.1.2.3.		
Performance Indicator	Learners can demonstrate understanding that a mixture is two or more objects or materials put together		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student	<ul style="list-style-type: none">• Present several different materials to the groups such as gari, sand, water, saw dust, milo, salt, sugar, milk powder, etc.• Learners work in groups to combine the materials in any proportion, two at a time, e.g. gari and sand; milo and milk powder; sugar and water etc. and describe what happens in each case.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Learners find out whether the products they have formed are the same as the individual materials. • In groups, learners give names to the combinations they have formed. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give names to the combinations they have formed.</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by</p>	<ul style="list-style-type: none"> • Provide learners with samples of mixtures, e.g. a mixture of different coloured beads, a mixture of chocolate pellets of different colours to separate. <p>The idea is for them to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>ending substances may look different from each other</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners give examples of different mixtures</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 25th March, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 22nd March, 2022 24th March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Plants and Animals	
Indicator (code)		B1.2.2.2.1		
Content standard (code)		B1.2.2.2.		
Performance Indicator		Learners can identify different animals in the environments and their uses		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		observe, environment, forest, trees, grassland, rubber, decoration.		
T. L .R. (s)		Films, pictures, internet, charts paper, pencils, computer, projector,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention different animals in the environments</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board.</p> <p>One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a</p>	<p>Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</p> <p>Note Learners collect and share information about animals from the internet, parents, books</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes</p>	
--	---	--	--

Vetted by :

Signature:

Date :

WEEK TEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 22nd March, 2022 24th March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : History as a Subject		Sub-strand : Community History	
Indicator (code)	B1.1.4.2.1		
Content standard (code)	B1.1.4.2.		
Performance Indicator	Learners can state the similarities and differences between the communities where learners live.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	pictures, television set, video machine or projector, CD player, computer or laptop, modem.		
T. L .R. (s)	historical site		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited	Compare sketches drawn with pictures of historical sites from other communities. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game?</p>	<p>Compare sketches drawn with pictures of historical sites from other communities.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
--	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 21st March, 2022 23rd March, 2022	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Displaying and Sharing	
Indicator (code)	B1 1.3.5.1		
Content standard (code)	B1 1.3.5.		
Performance Indicator	<ul style="list-style-type: none">• Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community• Learners can report own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ ,

	<p>classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners exhibit own artworks to share own creative experiences of visual artworks that reflect the history and culture or way of life of people in the local community</p>	<p>'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ display (real/photographs/video) selected own and others' displayed performing artworks ☐ talk about the works dispassionately using agreed guidelines; ☐ use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artwork 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Suggested Process/Steps</p> <ul style="list-style-type: none"> ☐ talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately; ☐ use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; ☐ record/document the activity and share using an accepted social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp etc.. <p>Assessment: let learners write a report on own views and feelings about the displayed performing artworks and suggest how the artworks can be modified or improved</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 25th March, 2022			Class size:		
Day : Friday, 60 minutes			Date : 25th March, 2022		
Period : 2			Lesson : 1 of 1		
Strand : God, His Creation and Attributes			Sub-strand : God the Creator		
Indicator (code)		B1. 1.1.1.3:			
Content standard (code)		B1. 1.1.1.			
Performance Indicator		Learners can examine some attributes of God			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.	Let learners role play the following activities: - community: visits to the hospital and orphanage, etc Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:		

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some attributes of God</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day : Friday, 60 minutes		Date : 25th March, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.7		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can Kick a stationary ball		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal	After warm ups, demonstrate to learners how to kick a ball from stationary. Place a ball at stationary, stand with shoulders straight with the non-kicking leg slightly forward supporting the body’s weight. Swing the leg behind forward to kick the ball from stationary. Learners step forward with non-kicking leg to kick a stationary ball to partners based on their capabilities. Organise a mini football game for learners to apply the skills in real life for fun and enjoyment	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WEEK TEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 25th March, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Capitalization)	
Indicator (code)	B1.5.1.1.1.		
Content standard (code)	B1.5.1.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should learn to write capital letters correctly Learners should use capital letters to write names Learners should use capital letters to write proper nouns. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Write the letters of the alphabet in upper case on cards and show it to learners. • Guide learners through modelling to say them. • Ask learners to write the capital letters correctly. <p>Assessment: let learners learn to write capital letters correctly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write onsets and rime of words (e.g. ink words) on cards. 2. Mix the cards up and place them on a table or in a bowl in front of the class. 3. A pupil picks a card. If s/he picks an onset, s/he searches for a card 	<ul style="list-style-type: none"> • Write names of some objects using capital letters on flashcards. • Lead learners to read the words. • Let learners use capital letters to write names of the objects correctly 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use capital letters to write names</p>	
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. 	<ul style="list-style-type: none"> • Ask learners to mention their names; write them on the board and discuss with them. • Ask them to say what they see about the letters in the names. • Write names of persons and places on manila card in capital letters. • Guide learners to read the names and discuss the names with them. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none">• Let learners use capital letters to write the proper nouns. <p>Assessment: let learners use capital letters to write proper nouns</p>	
--	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 11

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing Simple Words and Sentences D. Using Simple Prepositions E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.7.1.2 B1.5.7.1.1.	B1.2. 7.1.2. B1.6.1.1.1	B1.4.5.1.1 B1.5.7.1..
Content standard (code)	B1.1.7.1. B1.6.1.1.	B1.2. 7.1.	B1.4.5.1. B1.5.7.1..
Performance Indicator	A. Learners can recognise and relate the sequence of events in a narrative text B. Learners can ask and answer factual and inferential and applicative questions about level-appropriate texts C. Learners can make a list of objects in the school 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)</p> <p>DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).. <p>Assessment: let learners identify and relate the sequence of events in a narrative text</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 	<p>B.READING</p> <ul style="list-style-type: none"> • Have learners read level appropriate texts independently, with minimal support from peers/teacher. • Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners ask and answer factual and inferential and applicative questions about level-appropriate texts</p>	
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Let learners copy the edited words into their books. <p>Assessment: let learners make a list of objects in the school</p>	
Thursday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a preposition</p> <p>Another member in Group B uses the preposition to form a sentence. The group earns a point for the given preposition and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five preposition each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</p> <ul style="list-style-type: none"> • Let each learner write two sentences describing the position of objects in the classroom <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday, 60 minutes	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :


Signature: Date :


SUBJECT: MATHEMATICS


CLASS: ONE

Week Ending: 1st April, 2022			Class size:	
Day :			Date :	
Monday, 60 minutes			28th March, 2022	
Tuesday, 60 minutes			29th March, 2022	
Wednesday, 60 minutes			30th March, 2022	
Thursday, 60 minutes			31st March, 2022	
Friday, 60 minutes			1st April, 2022	
Period :			Lesson :	
2			1 of 5	
2			2 of 5	
2			3 of 5	
2			4 of 5	
2			5 of 5	
Strand : GEOMETRY AND MEASUREMENT			Sub-strand : 2D and 3D Shapes	
Indicator (code)		B1.3.1.1.1		
Content standard (code)		B1.3.1.1.		
Performance Indicator		Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		attribute, circle, triangle, rectangle, square, corners, side		
T. L .R. (s)		Sheets of paper, colour pencil, cut-out 2D shapes, match box, dice, chocomilo, coin, etc.		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Learners in convenient groups are given 2D and	Identify 3D objects in the environment that have parts similar to a given 2D shape	What new things have you learned today?	

	<p>3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>(e.g., find the parts of a can or bucket that are similar to a circle</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with shapes to tell the name. <p>High ability learners</p> <ul style="list-style-type: none"> • Task learners to tell the shape they see in a given 3D object. <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p>	<p>Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with shapes to tell the name. <p>High ability learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got</p>

	<p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Task learners to tell the shape they see in a given 3D object. <p>Assessment: have learners to practice with more examples</p> <p>Assessment: have learners to practice with more examples</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <ol style="list-style-type: none"> 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game. <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What made it so? 2. How successful were you in 	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>  <p>Differentiated Lessons</p> <p>Low ability learners</p> <ul style="list-style-type: none"> • Present learners with a triangle to name and describe it. 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to draw a triangle and show the features of the triangle by pointing it out to justify. <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p>	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a square to name and describe it. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to draw a square and show the features of the square by pointing it out to justify. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .		
Friday, 60 minutes	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p> <p>Differentiated lesson Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a rectangle to name and describe it.  <p>High ability learners</p> <ul style="list-style-type: none"> • Task learners to draw a rectangle and show the features of the square by pointing it out to justify. <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 1st April, 2022			Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 28th March, 2022 31st March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : CYCLES			Sub-strand : EARTH SCIENCE	
Indicator (code)		B1.2.1.1.1		
Content standard (code)		B1.2.1.1.		
Performance Indicator		Learners can explain that some natural phenomena, such as day and night, occur repeatedly		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		day, warm, shine, light, bright, moon, night, clear, colours, warm.		
T. L .R. (s)		Circular cards, Round plastic containers, Ball		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat	• Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards, musical chairs could be used). • Relate this activity to the occurrence of day and night and explain that the	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>appearance of the Sun, Moon and stars follow a cyclic pattern.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners explain that some natural phenomena, such as day and night, occur repeatedly</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p>	<ul style="list-style-type: none"> • Let learners suggest other events in their environment that happen over and over again in a cycle. For example, dry and wet seasons. • Learners make sketches displaying events that take place in the day and those that take place in the night. <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners make sketches displaying events that take place in the day and those that take place in the night.</p>	
--	---	---	--

Vetted by :

Signature:

Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 1st April, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 29th March, 2022 31st March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Plants and Animals	
Indicator (code)		B1.2.2.2.1		
Content standard (code)		B1.2.2.2.		
Performance Indicator		Learners can identify different animals in the environments and their uses		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		observe, environment, forest, trees, grassland, rubber, decoration.		
T. L .R. (s)		Films, pictures, internet, charts paper, pencils, computer, projector,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention different animals in the environments</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board.</p> <p>One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a</p>	<p>Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</p> <p>Note Learners collect and share information about animals from the internet, parents, books</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 1st April, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 29th March, 2022 31st March, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : History as a Subject			Sub-strand : Community History	
Indicator (code)		B1.1.4.2.1		
Content standard (code)		B1.1.4.2.		
Performance Indicator		Learners can State the similarities and differences between the communities where learners live.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		pictures, television set, video machine or projector, CD player, computer or laptop, modem.		
T. L .R. (s)		historical site		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by	Learners discuss their sketches bringing out similarities and differences in the sites they visited Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:	

	<p>describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game?</p>	<p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WHATSAPP ONLY 0245350591

	<p>What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge</p> <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
--	---	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 1st April, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 28th March, 2022 30th March, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciation and Appraisal	
Indicator (code)	B1 1.4.6.2		B1 2.4.6.2
Content standard (code)	B1 1.4.6.		B1 2.4.6.
Performance Indicator	<ul style="list-style-type: none">• Learners can Use the agreed guidelines to examine and derive meaning from own and others’ displayed visual artworks• Learners can Use the agreed guidelines to examine and derive meaning from own and others’ displayed performing artworks		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the	Learners are to: ☑ agree to the guidelines to critically examine and come out with meaning from visual artworks;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got

	<p>classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ express own feelings and ideas about own and others' displayed artworks.</p> <p>Suggested Process/Steps</p> <p>☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.</p> <p>☐ identify the correct vocabularies to use for appreciating and appraising artworks;</p> <p>☐ agree on what to use the appraisal report for and how to share it;</p> <p>☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☐ fix a day/date for the appreciation/appraisal/jury;</p> <p>☐ select own/others artwork to talk about using the accepted guide</p> <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed visual artworks</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p>	<p>Learners are to:</p> <p>☐ agree on the guidelines to critically examine and come out with meaning of own and others' performed artworks</p> <p>Suggested Process/Steps</p> <p>☐ discuss and accept a guide for appreciating and appraising own</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and/or others' compositions and performances as suggested above;</p> <ul style="list-style-type: none"> ☐ identify the correct vocabularies to use for appreciating and appraising music, dance and drama; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed performing artworks</p>	<p>Independent Activity/ Homework:</p>
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 1st April, 2022			Class size:		
Day : Friday, 60 minutes			Date : 1st April, 2022		
Period : 2			Lesson : 1 of 1		
Strand : God, His Creation and Attributes			Sub-strand : God the Creator		
Indicator (code)		B1. 1.1.1.3:			
Content standard (code)		B1. 1.1.1.			
Performance Indicator		Learners can Examine some attributes of God			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.		Let learners role play the following activities: - community: visits to the hospital and orphanage, etc Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none">• Pair up stronger and weaker learners so that stronger learners can help weaker ones.• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some attributes of God</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 1st April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 1st April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.8		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can bounce and dribble a ball (continuously) with one hand		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Balls	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 1st April, 2022		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Action Words)	
Indicator (code)	B1.5.3.1.1. B1.5.3.1.2		
Content standard (code)	B1.5.3.1. B1.5.3.1.		
Performance Indicator	<ul style="list-style-type: none"> Learners should write two letter action words Learners should write three letter action words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board.	<ul style="list-style-type: none"> Ask learners to mention some action words on the board. 	What new things have you learned today? Learning progress voting: Ask learners to show by

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • List the words on the board and say them loudly for learners. • Write two-letter action words on a manila card and show it to learners. • Lead learners to read the words. • Let learners write some two-letter action words correctly. <p>Assessment: let learners write two letter action words</p>	<p>their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.</p> <p>Example S ink Sink</p>	<ul style="list-style-type: none"> • Write three-letter action words on a manila card and show it to learners. • Lead learners to read the words. • Let learners write some three-letter action words correctly. <p>Assessment: let learners write three letter action words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Write three-letter action words on a manila card and show it to learners. • Lead learners to read the words. • Let learners write some three-letter action words correctly. <p>Assessment: let learners write three letter action words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by : Signature: Date :

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 12

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591


NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Comprehension C. Writing Simple Words and Sentences D. Using Simple Prepositions E. Building the Love and Culture of Reading	
Indicator (code)	B1.1.7.1.2.	B1.2.7.1.3 B1.6.1.1.1	B1.4.5.1.1 B1.5.7.1.1.
Content standard (code)	B1.1.7.1. B1.6.1.1.	B1.2.7.1.	B1.4.5.1. B1.5.7.1.
Performance Indicator	A. Learners can recognise and relate the sequence of events in a narrative text B. Learners can retell level-appropriate texts in own words C. Learners can make a list of objects in the school 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	<p>Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)</p> <p>DEBRIEFING: Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> • Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending). <p>Assessment: let learners identify and relate the sequence of events in a narrative text</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>H-A-N-G-M-A-N SPELLING GAME</p> <p>Mention a word and number of letters are in the word and then draw dash, dash marks on the board for each letter in the word. draw a person with a parachute. Draw the same number of strings attaching the person to the parachute</p>	<p>B.READING</p> <ul style="list-style-type: none"> • Use the Simple Herring Bone strategy to guide learners to retell the story in their own words. <p>who? what? when?</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>as the number of letters in the chosen word. The other students then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash,dash, and that student then gets a chance to guess what the word is. If they guess an incorrect letter, it is noted on the board and one of the parachute strings is erased.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>why? when? how?</p> <p>Assessment: let learners retell level-appropriate texts in own words</p>	
<p>Wednesday, 60 minutes</p>	<p>Writing Chain (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet.</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> • Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>They all do the card passing and drawing in turns. When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p>DEBRIEFING: How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work. • Let learners copy the edited words into their books <p>Assessment: let learners make a list of objects in the school</p>	
Thursday, 60 minutes	<p>Catch and pass</p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention a preposition</p> <p>Another member in Group B uses the preposition to form a sentence. The group earns a point for the given preposition and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Pair up learners and have them use the prepositions identified in simple and meaningful sentences. • Let each learner write two sentences describing the position of objects in the classroom</p> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>until they produce for example five preposition each plus their corresponding sentences.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Friday, 60 minutes</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. 	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • 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. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>		
--	--	--	--

Vetted by : Signature: Date :


NANA FIFI ACQUAH SCH


SUBJECT: MATHEMATICS


CLASS: ONE

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : GEOMETRY AND MEASUREMENT		Sub-strand : 2D and 3D Shapes	
Indicator (code)		B1.3.1.1.1	
Content standard (code)		B1.3.1.1.	
Performance Indicator		Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		attribute, circle, triangle, rectangle, square, corners, side	
T. L .R. (s)		Sheets of paper, colour pencil, cut-out 2D shapes, match box, dice, chocomilo, coin, etc.	
Ref:		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Learners in convenient groups are given 2D and 3D shapes to manipulate with it.	Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g.,	What new things have you learned today?

	<p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>find the parts of a can or bucket that are similar to a circle</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with shapes to tell the name. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to tell the shape they see in a given 3D. For example: what shape is in an exercise book? Ans. rectangle <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday, 60 minutes	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p>	<p>Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with shapes to tell the name. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to tell the shape they see in a given 3D. For example: what shape is in an exercise book? Ans. Rectangle 	<p>What new things have you learned today?</p> <p>Learning progress voting:</p> <p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>  <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday, 60 minutes</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p>	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or</p>

	<p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make a new shape from a different shape. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to make a new shape from a different shape <p>Assessment: have learners to practice with more examples</p>	<p>1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday, 60 minutes	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> 1. How was the game? What made it so? 2. How successful were you in 	<p>Create a composite 2D shape from 2D shapes (i.e., build a new shape using triangle, circles, rectangles, or squares, or build a rectangle using squares or a square using triangles etc.) and describe it. (Make several of the logic block set below with card or plywood and paint them)</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> • Present learners with a circle to name and describe it. <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to draw a circle and show the features of the circle by pointing it out to justify. <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by :

Signature:

Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 8th April, 2022			Class size:		
Day : Monday, 60 minutes Thursday, 60 minutes			Date : 4th April, 2022 7th April, 2022		
Period : 2 2			Lesson : 1 of 2 2 of 2		
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS		
Indicator (code)		B1.1.2.1.2			
Content standard (code)		B1.1.2.1.			
Performance Indicator		Learners can describe and group materials by their appearance (shape, size, colour, texture, mass)			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		rough, smooth, light, coloured.			
T. L .R. (s)		wood, fabric, metals and paper			
Ref:		Science curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess	• Learners describe the appearance of the materials (in SEMESTERs of colour, size, feel, length, etc.). • Group materials based on their observable properties such as shape, size (big/small), colour, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light).		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

	<p>the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)</p>	
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p>	<ul style="list-style-type: none"> • Draw and colour several objects/ materials based on their appearance such as colour and shape. • Display their drawings for class observation and talk about them. • Relate the lesson with everyday experiences (appearance and properties of common items). <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners draw and colour several objects/ materials based on their appearance such as colour and shape.</p>	
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 8th April, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 5th April, 2022 7th April, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : ALL ABOUT US			Sub-strand : Plants and Animals	
Indicator (code)		B1.2.2.2.1		
Content standard (code)		B1.2.2.2.		
Performance Indicator		Learners can identify different animals in the environments and their uses		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		observe, environment, forest, trees, grassland, rubber, decoration.		
T. L .R. (s)		Films, pictures, internet, charts paper, pencils, computer, projector,		
Ref:		Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members	Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners mention different animals in the environments</p>	<p>Independent Activity/ Homework:</p>
Thursday	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board.</p> <p>One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a</p>	<p>Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.</p> <p>Note Learners collect and share information about animals from the internet, parents, books</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: Let learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes</p>	
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 8th April, 2022			Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes			Date : 5th April, 2022 7th April, 2022	
Period : 2 2			Lesson : 1 of 2 2 of 2	
Strand : History as a Subject			Sub-strand : Community History	
Indicator (code)		B1.1.4.2.1		
Content standard (code)		B1.1.4.2.		
Performance Indicator		Learners can state the similarities and differences between the communities where learners live.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		pictures, television set, video machine or projector, CD player, computer or laptop, modem		
Ref:		History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Tuesday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must	Learners discuss their sketches bringing out similarities and differences in the sites they visited Differentiated learning • Use the remedial activities as practice for learners who struggle and the extension activities for	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

	<p>help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>those learners who need more of a challenge.</p> <ul style="list-style-type: none"> • Let stronger learners talk first so that others are able to base their answers on what they have heard. <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	<p>Independent Activity/ Homework:</p>
Thursday, 60 minutes	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time</p>	<p>Learners discuss their sketches bringing out similarities and differences in the sites they visited</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that 	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners state the similarities and differences between the communities where learners live.</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 8th April, 2022		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 4th April, 2022 6th April, 2022	
Period : 2 2		Lesson : 1 of 1 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciation and Appraisal	
Indicator (code)	B1 1.4.6.2		B1 2.4.6.2
Content standard (code)	B1 1.4.6.		B1 2.4.6.
Performance Indicator	<ul style="list-style-type: none">Learners can use the agreed guidelines to examine and derive meaning from own and others’ displayed visual artworksLearners can use the agreed guidelines to examine and derive meaning from own and others’ displayed performing artworks		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the	Learners are to: ☑ agree to the guidelines to critically examine and come out with meaning from visual artworks;	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got

	<p>classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ express own feelings and ideas about own and others' displayed artworks.</p> <p>Suggested Process/Steps</p> <p>☑ discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.</p> <p>☑ identify the correct vocabularies to use for appreciating and appraising artworks;</p> <p>☑ agree on what to use the appraisal report for and how to share it;</p> <p>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury;</p> <p>☑ select own/others artwork to talk about using the accepted guide</p> <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed visual artworks</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday, 60 minutes</p>	<p>Hot Seat</p> <p>Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p>	<p>Learners are to:</p> <p>☑ agree on the guidelines to critically examine and come out with meaning of own and others' performed artworks</p> <p>Suggested Process/Steps</p> <p>☑ discuss and accept a guide for appreciating and appraising own</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and/or others' compositions and performances as suggested above;</p> <ul style="list-style-type: none"> ☐ identify the correct vocabularies to use for appreciating and appraising music, dance and drama; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury. <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed performing artworks</p>	<p>Independent Activity/ Homework:</p>
--	---	--	--

Vetted by : Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 8th April, 2022			Class size:		
Day : Friday, 60 minutes			Date : 8th April, 2022		
Period : 2			Lesson : 1 of 1		
Strand : God the Creator			Sub-strand : God, His Creation and Attributes		
Indicator (code)		B1. 1.1.1.3:			
Content standard (code)		B1. 1.1.1.			
Performance Indicator		Learners can examine some attributes of God			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)		Pictures			
Ref:		RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)		Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.		Let learners role play the following activities: - community: visits to the hospital and orphanage, etc Differentiated learning Ask stronger learners to answer some questions		What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively. Independent Activity/ Homework:

	<p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners mention some attributes of God</p>	
--	---	--	--

Vetted by :.....

Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 8th April, 2022		Class size:	
Day : Friday, 60 minutes		Date : 8th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)	B1.1.2.1.8		
Content standard (code)	B1.1.2.1.		
Performance Indicator	Learners can bounce and dribble a ball (continuously) with one hand		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Balls		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	performan ce and to prevent injuries		Independent Activity/ Homework:
--	---	--	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

		Class size:	
Day :		Date :	
Period : 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading	
Indicator (code)		B1.6.1.1.1	
Content standard (code)		B1.6.1.1.	
Performance Indicator		Learners should read simple sentences of about three to four words	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got

	<p>sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p>Onset and Rime Game</p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words (e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside.</p> <p>Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game?</p>	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered. 3. Do this until the sounds of all the individual letters have been made by pupils. 4. Run your finger under the word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game. <p>DEBRIEFING:</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

Vetted by :..... Signature: Date :

WHATSAPP ONLY 0245350591

SEMESTER ONE

BASIC ONE

WEEK 13

NANA FIIFI ACQUAH SCH

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : F. Oral Language		Sub-strand : F. Listening Comprehension	
Indicator (code)		B1.1.7.1.2.	
Content standard (code)		B1.1.7.1.	
Performance Indicator		F. Learners can recognise and relate the sequence of events in a narrative text	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:		English Language curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures) DEBRIEFING: Who were the characters in the story? Which part of the story do you like?	A. ORAL LANGAUGE • Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending). .	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

WHATSAPP ONLY 0245350591

	<p>What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners identify and relate the sequence of events in a narrative text</p>	<p>Independent Activity/ Homework:</p>
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 14th April, 2022			Class size:	
Day : Monday, 60 minutes			Date : 11th April, 2022	
Period : 2			Lesson : 1 of 4	
Strand : GEOMETRY AND MEASUREMENT			Sub-strand : 2D and 3D Shapes	
Indicator (code)		B1.3.1.1.1		
Content standard (code)		B1.3.1.1.		
Performance Indicator		Learners can distinguish between attributes that define a two-dimensional figure or three-dimensional figure and attributes that do not define the shape		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		attribute, circle, triangle, rectangle, square, corners, side		
T. L .R. (s)		Sheets of paper, colour pencil, cut-out 2D shapes, match box, dice, chocomilo, coin, etc.		
Ref:		Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.	Identify 3D objects in the environment that have parts similar to a given 2D shape (e.g., find the parts of a can or bucket that are similar to a circle Differentiated Lessons Low Ability Learners • Present learners with shapes to tell the	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who	

	<p>3. The group with the highest point wins the game.</p> <p>DEBRIEFING</p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>name.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> • Task learners to tell the shape they see in a given 3D. For example: what shape is in an exercise book? Ans. rectangle <p>Assessment: have learners to practice with more examples</p>	<p>really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
--	---	--	---

Vetted by :

Signature:

Date :

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 14th April, 2022			Class size:	
Day : Monday, 60 minutes			Date : 11th April, 2022	
Period : 2			Lesson : 1 of 2	
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS	
Indicator (code)		B1.1.2.1.2		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can describe and group materials by their appearance (shape, size, colour, texture, mass)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords		rough, smooth, light, coloured.		
T. L .R. (s)		wood, fabric, metals and paper		
Ref:		Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess	<ul style="list-style-type: none">• Learners describe the appearance of the materials (in SEMESTERs of colour, size, feel, length, etc.).• Group materials based on their observable properties such as shape, size (big/small), colour, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light).	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:	

	<p>the word by describing it. They have a limited amount of time and cannot say, spell or draw the word.</p> <p>Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> • Pair up stronger and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge <p>Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)</p>	
--	---	---	--

Vetted by :

Signature:

Date :

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 14th April, 2022		Class size:	
Day : Monday, 60 minutes		Date : 11th April, 2022	
Period : 2		Lesson : 1 of 1	
Strand : VISUAL ARTS , PERFORMING ARTS		Sub-strand : Appreciation and Appraisal	
Indicator (code)	B1 1.4.6.2		B1 2.4.6.2
Content standard (code)	B1 1.4.6.		B1 2.4.6.
Performance Indicator	<ul style="list-style-type: none">Learners can use the agreed guidelines to examine and derive meaning from own and others’ displayed visual artworks		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:		Creative Arts curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Hot Seat Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.	Learners are to: ☐ agree to the guidelines to critically examine and come out with meaning from visual artworks; ☐ express own feelings and ideas about own and others’ displayed artworks. Suggested Process/Steps	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

	<p>Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.</p> <p>DEBRIEFING : What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.</p> <p>☐ identify the correct vocabularies to use for appreciating and appraising artworks;</p> <p>☐ agree on what to use the appraisal report for and how to share it;</p> <p>☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☐ fix a day/date for the appreciation/appraisal/jury;</p> <p>☐ select own/others artwork to talk about using the accepted guide</p> <p>Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed visual artworks</p>	<p>Independent Activity/ Homework:</p>
--	---	---	--

Vetted by : Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 14th April, 2022			Class size:	
Day : Friday, 60 minutes			Date : 14th April, 2022	
Period : 2 2 2 2 2			Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS			Sub-strand : MANIPULATIVE SKILLS	
Indicator (code)		B1.1.2.1.8		
Content standard (code)		B1.1.2.1.		
Performance Indicator		Learners can bounce and dribble a ball (continuously) with one hand		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)		Balls		
Ref:		PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making a slow and continuous push in a serpentine movement. Guide learners to practices the skill as	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.	

WHATSAPP ONLY 0245350591

		individuals and in a group while you supervise and give feedback. Organise a mini handball game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	Independent Activity/ Homework:
--	--	---	------------------------------------

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCH

SUBJECT: GHANAIAN LANGUAGE

CLASS: ONE

		Class size:	
Day :		Date :	
Period : 2		Lesson : 1 of 1	
Strand : Extensive Reading		Sub-strand : Building the Love and Culture of Reading	
Indicator (code)		B1.6.1.1.1	
Content standard (code)		B1.6.1.1.	
Performance Indicator		Learners should read simple sentences of about three to four words	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Cover Up Learners in convenient groups. 1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. 	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> • Allow other learners to point to the word /sentence as another learner reads. <p>Assessment: let learners read simple sentences of about three to four words</p>	<p>Independent Activity/ Homework:</p>
--	--	--	--

Vetted by :

Signature: Date :

WHATSAPP ONLY 0245350591

NANA FIIFI ACQUAH SCH