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

WANTER HELL ROOM TO THE SOLIT THE SO

WANT HILL ROUNT OF THE SCHOOL OF THE SCHOOL

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils
Average age of pupils

WANT HILL ROUNT OF THE SCHOOL OF THE SCHOOL

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

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	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	Fluency		
	Common Digraphs			
	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	Pre-Reading Activities		
	Common Digraphs			
	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	building 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	building the Love and Culture of Reading		
11	Listening Comprehension	Listening Comprehension		
	Comprehension	Vocabulary		
L				

	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		
		Asking and Answering Questions
	Pre-Reading Activities	Comprehension
14	Pre-Writing	Controlled Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	building the Love and Culture of Reading
	Story Telling	Giving and Responding to Commands/Instructions
	Pre-Reading Activities	Comprehension
15	Pre-Writing	Controlled Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	building the Love and Culture of Reading
	Conversation	Giving and Responding to Commands/Instructions
	Phonics	Comprehension
16	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
4-	Conversation	Presentation
17	Phonics	Comprehension

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	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			
	Listening Comprehension	Presentation			
	Vocabulary	Fluency			
18	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			
	Listening Comprehension	Presentation			
1.0	Vocabulary	Fluency			
19	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 :

MATHS

1 Number: Counting, Representation, Cardinality & Ordinality 2 Number: Counting, Representation, Cardinality & Ordinality 3 Number: Counting, Representation, Cardinality & Ordinality 4 Number: Counting, Representation, Cardinality & Ordinality 5 Number Operations (Addition, Subtraction, Multiplication and Division) 6 Number Operations (Addition, Subtraction, Multiplication and Division) 6 Number Operations (Addition, Subtraction, Multiplication and Division) 7 Fractions	WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
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) Number: Counting, Representation, Cardinality & Ordinality 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 Number: Counting, Representation, Cardinality & Ordinality 2D and 3D Shapes 14 Number: Counting, Representation, Cardinality & Ordinality 2D and 3D Shapes 15 Number: Counting, Repres	1		Fractions
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Multiplication and Division) Presentation and Analysis		Multiplication and Division)	Presentation and Analysis
Multiplication and Division) Presentation and Analysis	19	Number Operations (Addition, Subtraction,	Data Collection, Organisation, Interpretation,
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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 NCE	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	A,	
21		

Vetted by :	Signature:	Date :
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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
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SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
God the Creator	Religious Worship, Prayer and other Religious
	Practices
God the Creator	Religious Worship, Prayer and other Religious
	Practices
God the Creator	Religious Festivals in the Three Major Religions in
	Ghana
God the Creator	Religious Festivals in the Three Major Religions in
	Ghana
God the Creator	Religious Festivals in the Three Major Religions in
	Ghana
God the Creator	Religious Festivals in the Three Major Religions in
	Ghana
God the Creator	Birth of the Leaders of the three Major Religions
	in Ghana
God the Creator	Birth of the Leaders of the three Major Religions
	in Ghana
God the Creator	Birth of the Leaders of the three Major Religions
Θ_{l}	in Ghana
God the Creator	Roles and Relationships
God the Creator	Roles and Relationships
God the Creator	Roles and Relationships
Religious Worship, Prayer and other Religious	Roles and Relationships
Practices	
Religious Worship, Prayer and other Religious	Roles and Relationships
Practices	
	God the Creator God the Creator

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16	Religious Worship, Prayer and other Religious	Roles and Relationships
	Practices	
17	Religious Worship, Prayer and other Religious	Roles and Relationships
	Practices	
18	Religious Worship, Prayer and other Religious	Roles and Relationships
	Practices	
19	Religious Worship, Prayer and other Religious	Roles and Relationships
	Practices	
20		
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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
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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	Appreciating and Appraising (Visual Arts)
	(Visual Arts)	
4	Planning, Making and Composing	Appreciating and Appraising (Performing Arts)
	(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	Planning, Making and Composing
	(Visual Arts & Performing Arts)	(Visual Arts)
10	Displaying and Sharing / Appreciating and	Planning, Making and Composing
	Appraising (Performing Arts)	(Performing Arts)
11	Appreciating and Appraising	Planning, Making and Composing
	(Visual and Performing Arts))	
12	Appreciating and Appraising	Planning, Making and Composing
	(Visual and Performing Arts)	
13		
14	Thinking and exploring	Displaying and Sharing
	(Visual Arts)	
15	Thinking and exploring	Displaying and Sharing
	(Performing Arts)	

16	Planning, Making and Composing	Appreciating and
	(Visual Arts)	Appraising
		(Visual Arts)
17	Planning, Making and Composing	Appreciating and Appraising
	(Performing Arts)	(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)
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GHANAIAN LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Songs	Writing Letters-Small and Capital
	Rhymes	
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	Integrating Grammar in Written Language (Use of
		Qualifying Words)
	Conversation	
4	Pre-Reading Activities	Integrating Grammar in Written Language (Use of
		Qualifying Words/ Postpositions)
5	Print Concept	Read Aloud With Children
	Phonological and Phonemic Awareness	
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	Comprehension
	Language (Capitalization)	
11	Integrating Grammar in Written	Silent Reading
	Language (Use of Action Words)	

12	Building the Love and Culture of	Fluency
	Reading	
13		
14	Conversation/	Writing Simple Words/Names of People and Places
	Talking about Oneself, Family, People	(Proper Nouns) Labelling Items in the
	and Places	Environment/Classroom
15	Talking about Oneself, Family, People	Writing Simple Words/Names of People and Places
	and Places	(Proper Nouns) Labelling Items in the
		Environment/Classroom
16	Listening Comprehension/	Copying/Writing Simple Sentences with Correct Spacing
	Asking and Answering Questions	
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	Read Aloud With Children
	Vocabulary)	
20		
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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
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 ENGLISH LANGUAGE

WEEKS			CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Pre-Reading Activities	B1.2.1.1.	B1.2.1.1.1	Word cards
1	Writing	Pre-Writing	B1. 4.1.1.	B1. 4.1.1.1	sentence cards,
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.1	class library
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
2	Oral Language	Songs	B1.1.1.1	B1.1.1.1.1.	Word cards
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	sentence cards,
	Writing	Pre-Writing	B1. 4.1.1	B1. 4.1.1.1	class library
	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
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.1	sentence cards, class library
	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
	Reading	Phonics	B1.2.2.1	B1.2.2.1.1.	sentence cards,
	Writing	Penmanship	B1.4.2.1.	B1.4.2.1.1	class library
	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
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.2	sentence cards,
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.1	class library
	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	B1.2.3.1.	B1.2.3.1.1	sentence cards,
	_	Endings and Common			class library
		Digraphs			
	Writing	Writing Letters – Small and	B1.4.3.1.	B1.4.3.1.1	
		Capital			
	Using Writing	Using Action Words	B1.5.4.1.	B1.5.4.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
7	Oral Language	Dramatisation and Role-Play	B1.1.5.1.	B1.1.5.1.1	Word cards
	Reading	Word Families, Rhyming	B1.2.3.1.	B1.2.3.1.1	sentence cards,
		Endings and Common			class library
		Digraphs			
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	
	Using Writing	Using Qualifying Words –	B1.5. 5.1	B1.5. 5.1.1	
	Conventions	Adjectives		J`	
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
8	Oral Language	Conversation	B1.1. 6.1	B1.1. 6.1.1.	Word cards
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	sentence cards,
	Writing	Labelling Items	B1.4.4.1.	B1.4.4.1.1	class library
	Using Writing	Using Qualifying Words –	B1.5. 5.1.	B1.5. 5.1.1	
	Conventions	Adjectives			
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
9	Oral Language	Conversation	B1.1. 6.1.	B1.1. 6.1.2	Word cards
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	sentence cards,
	Writing	Writing Simple Words and	B1.4.5.1.	B1.4.5.1.1	class library
		Sentences			
	Using Writing	Using Qualifying Words –	B1.5. 5.1.	B1.5. 5.1.1	
	Conventions	Adjectives			
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
10	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.1	Word cards
	Reading	Comprehension	B1.2. 7.1.	B1.2. 7.1.1.	sentence cards,
	Writing	Writing Simple Words and	B1.4.5.1.	B1.4.5.1.1	class library
		Sentences			
	Using Writing	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Conventions				
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
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	B1.4.5.1.	B1.4.5.1.1	sentence cards,
		Sentences			class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
12	Oral Language	Listening Comprehension	B1.1.7.1.	B1.1.7.1.2	Word cards
	Reading	Comprehension	B1.2. 7.1	B1.2. 7.1.3	sentence cards,
	Writing	Writing Simple Words and Sentences	B1.4.5.1.	B1.4.5.1.1	class library
	Using Writing Conventions	Using Simple Prepositions	B1.5.7.1.	B1.5.7.1.1	
	Extensive	Building the Love and	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture of Reading			
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	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.2	Word cards
	Writing	Pre-Writing	B1.4.1.1	B1.4.1.1. 2.	sentence cards,
	Using Writing	Using Capitalisation	B1.5.1.1	B1.5.1.1.2.	class library
	Conventions				,
	Extensive	Building the Love and	B1.6.1.1	B1.6.1.1.1.	
	Reading	Culture of Reading			
15	Oral Language	Story Telling	B1.1.4.1	B1.1.4.1.2.	Word cards
	Reading	Pre-Reading Activities	B1.2.1.2.	B1.2.1.2.2	sentence cards,
	Writing	Pre-Writing	B1.4.1.1	B1.4.1.1. 2.	class library
	Using Writing Conventions	Using Capitalisation	B1.5.1.1.	B1.5.1.1.2.	
	Extensive	Building the Love and	B1.6.1.1	B1.6.1.1.1.	
	Reading	Culture of Reading			
16	Oral Language	Conversation	B1.1.6.1.	B1.1.6.1.3	Word cards
	Reading	Phonics	B1.2.2.1	B1.2.2.1.3.	sentence cards,
	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.2	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.	
17	Oral Language	Conversation	B1.1.6.1	B1.1.6.1.4.	Word cards
	Reading	Phonics	B1.2.2.1.	B1.2.2.1.4	sentence cards,

	Writing	Writing Letters – Small and Capital	B1.4.3.1.	B1.4.3.1.2	Word cards sentence cards,
Using Writing Conventions		Using Capitalisation	B1.5.1.1	B1.5.1.1.2.	class library
	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
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.2	sentence cards,
	Writing	Writing Simple Words and Sentences	B1.4.5.1	B1.4.5.1.2.	class library
	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,
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.2	class library
	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.	-
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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,
7	DIVERSITY OF MATTER	MATERIALS	B1.1.2.1.	B1.1.2.1.2	pictures videos paper
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	

21		1 Day			
20					
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,
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,
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,
16	CYCLES	EARTH SCIENCE	B1.2.1.4.	B1.2.1.4.2	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,
14	CYCLES	EARTH SCIENCE	B1.2.1.3.	B1.2.1.3.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
13					
12	CYCLES	EARTH SCIENCE	B1.2.1.2.	B1.2.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper

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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	God the Creator	B2.1.1.1.	B2.1.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
2	God, His Creation	God the Creator	B2.1.1.1.:	B2.1.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
3	God, His Creation	God the Creator	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
4	God, His Creation	God the Creator	B2.1.2.1.:	B2.1.2.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
5	God, His Creation	God the Creator	B2. 1.2.1:	B2. 1.2.1.2:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
6	God, His Creation	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall
	and Attributes		,		words, posters,
					video clip, etc
7	God, His Creation	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
8	God, His Creation	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall
	and Attributes				words, posters,
		<u>Y</u>			video clip, etc
9	God, His Creation	God the Creator	B2. 1.2.1.:	B2. 1.2.1.2:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
10	God, His Creation	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
11	God, His Creation	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
12	God, His Creation	God the Creator	B2.1.3.1.:	B2.1.3.1.1:	wall charts, wall
	and Attributes				words, posters,
					video clip, etc
13					

14	Religious practices	Religious Worship,	B1.2.1.1.	B1.2.1.1.1	
	and their moral	Prayer and other			
	implications	Religious Practices			
15	Religious practices	Religious Worship,	B1 2.1.1.	B1 2.1.1.1	
	and their moral	Prayer and other			
	implications	Religious Practices			
16	Religious practices	Religious Worship,	B1 2.1.1.	B1 2.1.1.1	
	and their moral	Prayer and other			
	implications	Religious Practices			
17	Religious practices	Religious Worship,	B1 2.1.1.	B1 2.1.1.1	
	and their moral	Prayer and other			
	implications	Religious Practices			
18	Religious practices	Religious Worship,	B1.2.2.1.	B1.2.2.1.2	
	and their moral	Prayer and other			
	implications	Religious Practices			
19	Religious practices	Religious Worship,	B1.2.2.1.	B1.2.2.1.2	
	and their moral	Prayer and other		(V)	
	implications	Religious Practices			
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 2 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT	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-

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		(Performing			
		Arts)		<u> </u>	
11	Performing	Appreciating	B1 2.3.4.	B1 1.4.6.2	-do-
	Arts	and		B1 2.4.6.2	
		Appraising			
		(Visual and			
		Performing			
		Arts))			
		35//			
12	Visual and	Appreciating	B1.1.4.7.	B1 1.4.6.2	-do-
	Performing	and	B1.2.4.7.	B1 2.4.6.2	
	Arts	Appraising			
		(Visual and			
		Performing Arts)			
13		. c. rommig Arts)	<u> </u>		
14	Visual arts	Thinking and	B1 1.1.1.	B1 1.1.1.2	-do-
	visual arts	exploring	J. 1.1.1.	D1 1.1.1.2	
		(Visual Arts)			
15	Performing	Thinking and	B1 2.1.1.	B1 2.1.1.2	-do-
	arts	exploring			
		(Performing			
		Arts)			
16	Visual arts	Planning,	B1 1.2.2.	B1 1.2.2.2	-do-
		Making and			
		Composing	K,		
		(Visual Arts)			
17	Performing	Planning,	B1.2.2.2.	B1.2.2.2.2	-do-
	arts	Making and			
		Composing			
		(Performing			
		Arts)			
18	Visual arts	Planning,	B1 1.2.3.	B1 1.2.3.2	-do-
		Making and			
		Composing			
19	Performing	Planning,	B1 2.2.3.	B1 2.2.3.3	-do-
	arts	Making and			
		Composing			
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
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
2	NUMBER	Number: Counting, Representation, Cardinality & Ordinality	B1.1.1.1.	B1.1.1.1.1	cards
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	
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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	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	B1.2.3.1.	B1.2.3.1.1	Posters,
	Gilalia	Name	OURH		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

19	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	Posters, documentary
20					
21					
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WANT HILL ROUNT OF THE SCHOOL OF THE SCHOOL

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.I	B1.1.2.1. I	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.	
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FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 PHYSICAL EDUCATION

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

18	Motor Skills and	Rhythmic skills.	B1.1.3.1.	B1.1.3.1.3	
	Movement Pattern				
19	Movement Concepts,	Space Awareness,	B1.2.1.2.	B1.2.1.2.1:	
	Principles and Strategies				
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WANT HILL ROUNT OF THE SCHOOL OF THE SCHOOL

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

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10.	Writing	Integrating Grammar in	B1.5.1.1.	B1.5.1.1.1	Word cards, Manila
	Convention	Written Language	B1.5.1.1.	B1.5.1.1.2	card
	s/ Usage	(Capitalization)	B1.5.1.1.	B1.5.1.1.3	Markers Word
					Cards, Manila
					card,
11.	Writing	Integrating Grammar in	B1.5.3.1	B1.5.3.1.1.	Reading materials
	Convention	Written Language (Use of	B1.5.3.1.	B1.5.3.1.2	
	s/ Usage	Action Words)			
12.	Extensive	Building the Love and Culture	B1.6.1.1.	B1.6.1.1.1	Manila Cards,
	Reading/	of Reading			Markers
	Children				
	Library			C	
13					
			(DI)		
			<i>(</i>),		
14	Oral	Conversation	B1.1.6.1.	B1.1.6.1.2	
	Language		B1.1.7.1.	B1.1.7.1.1	
		dr			
15	Oral	Talking about Oneself, Family,	B1.1.7.1.	B1.1.7.1.2	
	Language	People and Places	B1.1.7.1.	B1.1.7.1.3	
16	Oral	Listening Comprehension/	B1.1.8.1.	B1.1.8.1.1	
	Language	Asking and Answering	B1.1.9. 1.	B1.1.9. 1.1	
		Questions	B1.1.9. 1.	B1.1.9. 1.2	
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17	Reading	Phonics (Blend and Connect	B1.2.4.1.	B1.2.4.1.3	
		Sounds)	B1.2.4.2.	B1.2.4.2.1	
			B1.2.4.2.	B1.2.4.2.2	
10	- ·		54.0.4.0	54 5 4 5 5	
18	Reading	Vocabulary	B1.2.4.2.	B1.2.4.2.3	
			B1.2.4.2.	B1.2.4.2.4	
			B1.2.4.2.	B1.2.4.2.5	
10	- ·		54.0.5.4	54.5.5.4.4	
19	Reading	Vocabulary	B1.2.5.1	B1.2.5.1.1.	
			B1.2.5.1.	B1.2.5.1.2	
			B1.2.5.1	B1.2.5.1.3	
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SEMESTER ONE BASIC ONE WEEK 1

WANT HILLIAM SCHOOL STATE OF THE SCHOOL SCHO

WANT HILL ROUNT OF THE SCHOOL OF THE SCHOOL

WEEK ONE: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 21st January,	2022			Class size:	
Day:			Date :		
Monday, 60 minutes			17th Janua	17th January, 2022	
Tuesday, 60 minutes			18th Janua	ry, 2022	
Wednesday, 60 minutes			19th Janua	ry, 2022	
Thursday, 60 minutes			20th Janua	ry, 2022	
Friday, 60 minutes			21st Janua	ry, 2022	
Period :			Lesson:		
2			1 of 1		
2			1 of 1		
2			1 of 1)	
2			1 of 1		
2			1 of 1		
Strand :		Sub-strand	: k		
A. Reading		A. Pre	e-Reading Acti	vities	
B. Writing		B. Pre-Writing			
C. Using Writing Conver	ntions	C. Using Capitalisation			
D. Extensive Reading		D. Bui	ilding 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. Learn	ers can handl	e books approp	riately
	61,	B. Learn	ers can make	given patterns,	trace and draw
		vario	us objects		
	7	C. Learners can write capital letters correctly			orrectly
	·	D. Learners can read a variety of age – appropriate			e – appropriate
		books	and texts fro	m print	
Core Competencies: Creativ	•		and Collabora	ation Personal D	evelopment
and Leadership Critical Think	ring and Problem Sol	ving.			
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a			
		manila card and a class library.			
Ref:	English Language cu	urriculum Pag	ge		

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including	Plenary / Reflections
	(preparing the brain	assessment)	
	for learning)		
Tuesday, 60	Cover Up	B.READING	What new things
minutes		Have learners think-pair-share	have you learned
	Learners in convenient groups.	the reasons for keeping books neat and handling them well.	today?
	1. Write a word on the board.	Lead learners to make some	Learning progress
	2. Cover all the letters except	rules to guide the handling of	voting:
	the first one, beginning from	books.	Ask learners to
	the left to the right, and ask	Demonstrate how to handle	show by their
	pupils to make the sound of	books, e.g. holding it, turning a	fingers of 5 or 3 or 1
	the letter which is not	book, opening the pages properly,	as to those 'who
	covered.	etc.	really got it', 'got
	3. Do this until the sounds of	Discuss the information on the	some of it' or didn't
	all the individual letters have	cover and title pages with learners,	get it' respectively.
	been made by pupils.	e. g. What can you find on the	
	4. Run your finger under the	cover? - The title, - Author, -	Independent
	word for pupils to blend the	Illustrations and illustrators, etc.	Activity/ Homework:
	sounds to read	Call learners in turns to	
	5. The pupil who blend the	demonstrate how to handle books,	
	sounds to read wins the game.	e.g. opening a book, holding a	
		book, etc.	
	DEDDIEFING	• Let learners, in groups, role-play	
	DEBRIEFING	how to handle books, e.g. keeping	
	What did you like about the	them neat.	
	game?		
	What did you dislike about the	A	
	game?	Assessment: let learners	
	What must your team do to win next time?	demonstrate how to handle books	
	win next time?		
	Share lesson indicator and		
	treat key words with learner.		
	treatiney words with learner.		
Wednesday,	Writing Chain	C. WRITING	What new things
60 minutes	(Penmanship activity)	Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.	have you learned today?
	Learners in convenient groups	/// \\\	
	e.g (Group A & B) observe/		

perceive a card with an inscription (a pattern or a letter)

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!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner .

Let learners write these strokes/patterns in the air.

Have learners write them in their books

Assessment: let learners make given patterns, trace and draw various objects

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:

Thursday, 60 minutes

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

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.

D.WRITING CONVENTIONS AND GRAMMAR USAGE

• Through pick and write activity, revise writing of capital letters with learners

Assessment: let learners write capital letters correctly

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:

Friday 60	When the last member finishes in each group, he/she shouts 'Bingo!' DEBRIEFING: How did you help your team to win the game? What objects in the classroom look like the strokes you traced? Share lesson indicator and treat key words with learner.	E EXTENSIVE READING	What new things
Friday, 60 minutes	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 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. Assessment What did you like about the game?	 E.EXTENSIVE READING 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. Assessment: let learners read a variety of age – appropriate books and texts from print 	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:

WHATSAPP ONLY 0245350591 What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner .

Vetted by :	Signature:	Date ·
verted by	 Signature	Date

WEEK ONE : LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:	21st January, 202	.2				Class siz	ze:
Day:					Date :		
Monday, 60 minutes			17th January, 2022				
Tuesday, 60 minutes			18th January, 2022				
Wednesday, 6	0 minutes				19th Jar	nuary, 20	22
Thursday, 60 r	ninutes				20th Jar	nuary, 20	22
Friday, 60 min	utes				21st Jan	uary, 20	22
Period :					Lesson :	1	
2					1 of 5		
2					2 of 5	CX	
2					3 of 5		
2					4 of 5		
2					5 of 5	•	
Strand: NUMB	ER			Sub-stra	nd : Nun	nber: Coເ	unting, Representation,
			_	Cardinal	ity & Ord	linality	
Indicator (code	<u> </u>		B1.1.1.1	1			
Content standa			B1.1.1.1				
Performance In	dicator				e number names, counting sequences and how		
					ind out "how many?"		
_	•				and Coll	aboratio	n Personal Development
and Leadership	Critical Thinking	and Probler	n Solving	•			
Keywords			Count fo	orwards. b	packward	ls. one. t	wo, three, one hundred.
T. L .R. (s)						-	hart, bottle
(-,					umber line card		
Ref:			<u> </u>	•			
				J			
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter		(new lea	arning incl	luding		Plenary / Reflections
	(preparing the	brain	assessm	nent)			
	for learning)						
Tuesday, 60			Count b	y 1s (forw	ards and	1	What new things have you
minutes 1. Learners write backwards) between			rds) betwe	een two	given	learned today?	
	numbers on a b	all using a	number	numbers between 0 and 100; or		.00; or	
	marker.		by 2s ar	nd 10s; Ide	entify and	t	Learning progress voting:
	2. Learners bou		correct	errors or o	omission	s in	Ask learners to show by
	throw the ball t	o other					their fingers of 5 or 3 or 1

WHATSAPP ONLY 0245350591 learners and have them counting or skip counting as to those 'who really got mention the number they it', 'got some of it' or sequences see first. didn't get it' respectively. 3. Learners Differentiated Lessons bounces/throw the ball Independent Activity/ Low Ability Learners to another learner, who Homework: • Give them numeral cards 1-3. does same by adding the They make number he/she sees to groups of objects (1-3) pick a the number of the first numeral card learner. and number name cards and match them DEBRIEFING to the groups of objects made. 1. How did you find the They should game? work in pairs. 2. How difficult/easy was **High Ability Learners** it adding your number to In groups of 5, learners work your friends number? with bottle 3. What were some of caps and number name cards. the numbers you heard They make your friends calling out? groups of objects (1-5) arbitrarily and match the number names cards to the Share lesson indicator groups and treat key words with made. Let them also write the learner number names up to "five". Assessment: have learners to practice with more examples Wednesday, Learners form convenient Count by 1s (forwards and What new things have you learned today? backwards) between two given 60 minutes groups. Give each group a numbers between 0 and 100; or designed playing cards by 2s and 10s; Identify and Learning progress voting: Learners plays in turns correct errors or omissions in Ask learners to show by their fingers of 5 or 3 or 1 (one at a time) counting or skip counting Learner picks up two as to those 'who really got sequences cards at a time and then it', 'got some of it' or add the numbers on the Differentiated Lessons didn't get it' respectively. cards together to give the Low Ability Learners sum. • Present learners with numeral Independent Activity/

cards

Homework:

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

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?

Share lesson indicator and treat key words with learner.

1 to 20. Call out learners to count forwards

from 1 to 20.

• Each learner can start on any number. They should work in pairs.

High Ability Learners

- Put before them a 1-50 number chart.
- Have learners count forwards from any number.

Assessment: have learners to practice with more examples

Thursday, 60 minutes

- 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.

DEBRIEFING

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

Differentiated Lessons Low Ability Learners

- Give pictures of seeds to learners.
- They count to tell how many.
- . High Ability 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.

Independent Activity/ Homework:

1. How did you find the	 Put seeds not more than 50 on 	
game?2. How difficult/easy was it adding your number to your friends number?3. What were some of the numbers you heard your friends calling out?	the table for learners. • They estimate and then count to tell how many Assessment: have learners to practice with more examples	
Share lesson indicator and treat key words with learner		
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 DEBRIEFING 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked?	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 Differentiated Lessons Low Ability Learners Give out a number of straws and counters to learners. They count to find "How many?" High Ability Learners Give out 30 straws, and 45 bottle caps in containers. They guess and count to find "How many?"	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:

WHATSAPP ONLY	0245350591	
	3. How will you be able to	
	add six oranges and two	
	oranges together?	
	Share lesson indicator	
	and treat key words with	
	learner .	

Vetted by :	Signature:	Date :

WEEK ONE : LESSON PLAN

SUBJECT: Science CLASS: ONE

Week Ending: 2	21st January, 2022			Cla	ass size:	
Day:			Date :			
Monday, 60 minutes			17th Janua	ary, 2022		
Thursday, 60 n	ninutes			20th Janua	ary, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : DIVERS	ITY OF MATTER		Sub-st	rand : LIVIN	G AND NON-LIVING THINGS	
Indicator (code))	B1 1.1.	1.1			
Content standa	rd (code)	B1 1.1.	1.	C/	<i>)</i>	
Performance In	dicator	Learne	rs can o	bserve and	describe different kinds of things	
		in the	environn	nent		
Core Competencies: Creativity and Innovation Communication and Collaboration Perso and Leadership Critical Thinking and Problem Solving.			ation Personal Development			
Keywords		living things, non-living things, grow, move, breathe,				
		leaves, object.				
T. L .R. (s)		Video/	pictures	on plants a	nd animals, different non-living	
		things	things such as stones, leaves and soil.			
Ref:	Science curricu	ılum Pa	ge			
DAY	Phase 1:	Phase 2	2: Main		Phase 3:	
	Starter (preparing the brain	(new le	_	ncluding	Plenary / Reflections	
	for learning)					
Thursday, 60 minutes	Split the class into 2 teams, or more if you have a large class.	observ enviror animal	e things nment (e s, plastic	e.g. Plants, cs and stone	A ale la a ma a ma da a la accedace	
	Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.		ssroom	uld come fro	their fingers of E or 2 or 1	

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- 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.

Assessment: let learners describe different kinds of things in the environment

Independent Activity/ Homework:

Vetted by :	Signature:	Date:
vetted by	 318114141 61	Date

WEEK ONE: LESSON PLAN

SUBJECT: Our World Our People CLASS: ONE

Week Ending:	21st January, 202	22				Class si	ze:
Day:					Date:		
Tuesday, 60 m	inutes				18th January, 2022		
Thursday, 60 minutes				20th Ja	nuary, 2	022	
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand : Nature	of God			Sub-str	and : AL	L ABOU	ΓUS
Indicator (code)		B1.1.1.	1.1			
Content standa	ırd (code)		B1.1.1.	1.		\sim	
Performance In	ndicator		Learne	rs can ex	xamine o	our relat	ionship with the Creator
Core Competer	ncies: Creativity a	and Innovation C	 Ommuni	cation ar	nd Collak	oration	Personal Development
_	Critical Thinking			cation ai	ia conac	oracion	r crsonar bevelopment
	J			()-T			
Keywords			Creato	eator, spirit			
T. L .R. (s)			picture	pictures, chart, television set, video decks, computer,			
			modem paper, pencils, chart, projector,				
Ref:		Our World Our	People	curricul	um Pag	ge	
	T						
DAY	Phase 1:			2: Main			Phase 3:
	Starter		,	(new learning including			Plenary / Reflections
	(preparing the	brain	assessment)				
	for learning)						
Tuesday, 60	Hot Seat			rs talk ab			What new things have
minutes			creation using pictures and you learned today?			you learned today?	
	· ·	nto 2 teams, or	charts and real things from			1 1	
	•	ve a large class.	the chiviloninent.			Ask learners to show by	
Elect one person from each team to sit in the Hot Seat,		++		their fingers of 5 or 3 or 1			
facing the classroom with the			rs listen			as to those 'who really	
	board behind t			/watch v			got it', 'got some of it' or
	Write a word o		interne	et about	creation	•	didn't get it' respectively.
	One of the tear			_			,
	the student in	the hot seat		rs role pl	ay to ret	tell the	
			creatio	n story.			

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners who
are struggling
answer similar questions.

- 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

Assessment: Let learners role play to retell the creation story

Independent Activity/ Homework:

Thursday, 60 minutes

Hot Seat

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. Continue until each team member has described a word to the student in the

Learners draw, colour, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.

Learners discuss and role play the attributes of God.

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

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:

WIIAISAII	JINET 0243330331		
	DEBRIEFING :	Differentiated learning	
	What did you like about the	Ask stronger learners to	
	game?	answer some questions	
	What did you dislike about	first and then let learners who	
	the game?	are struggling	
	What must your team do to	answer similar questions.	
	win next time?	Pair up stronger and weaker	
		learners so that	
	Share lesson indicator and	stronger learners can help	
	treat key words with learner .	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	
		Assessment: Let learners role	
		play the attributes of God	
		Let learners identify parts of	
		the computer	

Vetted by :	Signature:	Date:

WEEK ONE: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 2	21st January, 2022		Clas	s size:		
Day:			Date:	Date :		
Tuesday, 60 minutes			18th Janu	18th January, 2022		
Thursday, 60 m	ninutes		20th Janu	ary, 2022		
Period :			Lesson:			
2			1 of 2			
2			2 of 2			
Strand: HISTOR	Υ	Sub-	strand : Wh	ny and How We Study History		
Indicator (code)		B1.1.1.1.1				
Content standa	rd (code)	B1.1.1.1.				
Performance In	dicator	Learners c	an explain	that history deals with past		
		human acti	ivities			
-	cies: Creativity and Innovation Comm		d Collabora	ation Personal Development		
and Leadership	Critical Thinking and Problem Solving.					
Keywords		British, bla	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 curriculur	m Page				
		T				
DAY	Phase 1:	Phase 2: M		Phase 3:		
	Starter	(new learn	ing	Plenary / Reflections		
	(preparing the brain	including				
	for learning)	assessmen				
Tuesday, 60	Hot Seat	1. Mention		What new things have you		
minutes		activity the	-	learned today?		
	Split the class into 2 teams, or	witnessed		I coming an arrangement in a		
	more if you have a large class.	first day at 2. Identify		Learning progress voting:		
	Elect one person from each team to sit in the Hot Seat, facing the	activity per	•	Ask learners to show by their fingers of 5 or 3 or 1 as to		
	classroom with the board behind	the past wh		those 'who really got it', 'got		
	them.	not been p		some of it' or didn't get it'		
	Write a word on the board. One of	again.		respectively.		
	the team members of the student					
<u> </u>		l		1		

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.

DEBRIEFING:

next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to win

Share lesson indicator and treat key words with learner.

Differentiated
learning
Ask stronger learners
to answer some
questions
first and then let
learners who are
struggling
answer similar
questions.

- 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

Assessment: let learners explain that history deals with past human activities

Independent Activity/ Homework:

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.

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. Mention the activity they witnessed on their first day at school.
 Identify any activity performed in the past which has not been performed again.

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:

VIIAISAII OIVEI	0243330331		
	Continue until each team member	first and then let	
	has described a word to the	learners who are	
	student in the Hot Seat.	struggling	
		answer similar	
	DEBRIEFING :	questions.	
	What did you like about the	 Pair up stronger 	
	game?	and weaker learners	
	What did you dislike about the	so that	
	game?	stronger learners can	
	What must your team do to win	help weaker ones.	
	next time?	 Use the remedial 	
		activities as practice	
		for learners	
	Share lesson indicator and treat	who struggle, and	
	key words with learner .	the extension	
		activities for	
		those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners explain that	
		history deals with	
		past human activities	
lattad by	Ci	anaturo:	Dato:

Vetted by	/ :	Sign	nature:	Date :
· Cttca a		٠٠,٠٠٠٠٠٠	iatai ei iiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	Date:

WEEK ONE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 21st January, 2022						Class siz	e:	
Day:					Date :			
Monday, 60 m	inutes				17th January, 2022			
Wednesday, 60 minutes					19th Jan	uary, 202	22	
Period :					Lesson:			
2					1 of 2			
2					2 of 2			
Strand: Vi	isual Arts			Sub-stra	nd : Thin	king and	Exploring Ideas	
Indicator (code)		B1 1.1.1	.1				
Content standa	ırd (code)		B1 1.1.1	•	C			
Performance In	ndicator		Learner	can thir	nk about	the peo	ple who live in the local	
			commui	nity and d	lescribe w	hat they	know about their history	
			and thei	r culture	or way of	life		
				nication a	nd Collab	oration P	ersonal Development	
and Leadership	Critical Thinking	g and Problem S	Solving.					
Keywords								
Reywords								
T. L .R. (s)			Pictures	Pictures				
Ref:		Creative Arts	curriculum					
		ell.						
DAY	Phase 1:		Phase 2	Phase 2: Main			Phase 3:	
	Starter		(new lea	rning inc	luding		Plenary / Reflections	
	(preparing the	e brain	assessment)					
	for learning)							
Wednesday,	Hot Seat		Learners are to: What new things h				What new things have	
60 minutes			• think a	about the	different	groups	you learned today?	
	Split the class	into 2 teams,	of people who live in the local					
or more if you have a large class. Elect one person from each		community (your village, town, Learning progress			Learning progress			
					•			
		• share	ideas they	have ab	out the	learners to show by		
	team to sit in	•	history (of the pec	ple (inclu	iding	their fingers of 5 or 3 or	
	facing the class			hey came	•	•	1 as to those 'who really	
	the board beh			•			got it', 'got some of it'	
	Write a word		leaders who brought them, how or didn't get it' the village started);				<u> </u>	
	One of the tea	iii iiieiiibers		respectively.				

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- 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;

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

Independent Activity/
Homework:

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.

Learners are to:

☑ 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.

	Continue until each team member has described a word to the student in the Hot Seat. DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	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	
/etted by :		Signature:	Date :

Vetted by :	Signature:	Date :

WEEK ONE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 21st January, 2022			Class			size:	
Day:				Date :			
Friday, 60 mir	nutes			21st January, 2022			
Period:				Lesso	n :		
2				1 of 1			
Strand : God, F	lis Creation and Att	ributes	Su	b-strand :	God the	e Creator	
Indicator (code	e)		B1. 1.1.1.	1			
Content standa	ard (code)		B1. 1.1.1.				
Performance II	ndicator		Learners	can explore	e God's	Creation	
Core Compete	ncies: Creativity and	I Innovation Com	 	and Colla	horatio	n Personal Development	
	Critical Thinking ar			Tana cona	boracio	in reisonal bevelopment	
Keywords			Learners	can explore	e God's	Creation	
			C()				
T. L .R. (s)			Pictures				
Ref:		RME curriculum	n Page				
DAY	Phase 1:		Phase 2: N	Main		Phase 3:	
	Starter	Starter		(new learning including		Plenary / Reflections	
	(preparing the b	rain	assessment)				
	for learning)						
Friday, 60	Hot Seat		In groups, learners discuss who the creator is He is God, the originator of all things He provides all our needs:			What new things have you	
minutes					ator	learned today?	
	Split the class in					Loorning progress votings	
	more if you have Elect one persor	_			_	Learning progress voting: Ask learners to show by	
	team to sit in the					their fingers of 5 or 3 or 1	
	facing the classr		air, food, water, life, etc			as to those 'who really got	
board behind them.			D:tt			it', 'got some of it' or	
Write a word on the board. One of the team members of the student in the hot seat must help the student guess the		the board. One		ated learni	-	didn't get it' respectively.	
			`	ger learner			
			me questi		Independent Activity/		
		first and then let learners who are struggling Homework:			Homework:		
	word by describ	•			tions		
	nave a minited a	nount of time	answer similar questions.				

	and cannot say, spell or draw	Pair up stronger and	
	the word.	weaker learners so that	
	Continue until each team	stronger learners can help	
	member has described a word	weaker ones.	
	to the student in the Hot Seat.	Use the remedial	
	DEBRIEFING :	activities as practice for	
	What did you like about the	learners	
	game?	who struggle, and the	
	What did you dislike about the	extension activities for	
	game?	those learners who need	
	What must your team do to win	more of a challenge	
	next time?		
		Assessment: let learners	
	Share lesson indicator and treat	explain who the creator is	
	key words with learner .	explain who the elector is	
Vetted by ·		Signature:	Date :
vetted by		Signature	
	19.		

/etted by :	Signature:	Date :

WEEK ONE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Endin	g: 21st Janua	ry, 2022			Class size:	
Day:				Date :		
Friday, 60 minutes			21s	21st January, 2022		
Period :			Les	son:		
2				1 of	f 1	
Strand: LOC	OMOTOR SK	ILLS	Sub-strar	nd : N	MOTOR SKILLS AND MOV	'EMENT PATTERNS
Indicator (co	ode)	B1.1.1.1:				
Content star	ndard (code)	B1.1.1.1.				
Performance	e Indicator	Learners can Trav	vel (move)	ove	r, under, in front of, bel	nind, and through objects
		using locomotor s	skills (walk	, jum	ip, crawl etc.).	
_		=		ınica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	lving.			
Keywords				-)	
,						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main	·			Phase 3:
	Starter	(new learning inc	luding ass	essm	nent)	Plenary / Reflections
	(preparing					
	the brain	Θ_{I}				
	for					
	learning)					
Friday, 60	Learners				to move over objects	What new things have
minutes	jog round a		•		eir own pace. Learners	you learned today?
	demarcate		kill should	d move on to the next		
	d area in	activity.				Learning progress voting: Ask
	files while	ii. Demonstrate how to move			•	learners to show by
	singing and	learners to practi			•	their fingers of 5 or 3 or
	clapping to	iii. Learners in pai	• •		· ·	1 as to those 'who
	warm-up		•		s give the instruction.	really got it', 'got some
	the body			tnro	ugh the objects as	of it' or didn't get it'
	for	individuals and as	a group.			respectively.

maximal performa ce and to prevent injuries	_	Independent Activity/ Homework:
Vetted by :	Signature:	Date :

/etted by :	. Signature:	Date :
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WEEK ONE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 2	1st January, 2022				Clas	s size:
Day:					Date :	
Period :					Lesson:	
2					1 of 1	
2					1 of 1	
2					1 of 1	
Strand :				Sub-s	trand:	
Oral Language (L	istening and Spea	aking)		Songs		
				Songs	5	
Indicator (code)			B1.1.	1.1.1	B1.1.2	.1.1
Content standar	d (code)		B1.1.1.1. B1.1.2.1.			
Core Competencies: Creativity and Innovation Con Leadership Critical Thinking and Problem Solving.			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 mmunication and Collaboration Personal Development and			
	19,					
Keywords	Ť					
T. L .R. (s)			Manila cards, markers, recorded audios visual			
Ref: Ghanaian Langu			uage curriculum			
DAY	Phase 1:		Phase 2: Mai		nin	Phase 3:
	Starter	(new learn		learnir	ng including	Plenary / Reflections
(preparing the brain		assessment)				
for learning)						
	Cover Up		Use a recorder to		order to	What new things have you
	Learners in conv	enient groups.	play some popular learned today?			learned today?

- 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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- songs in the community.
- 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.

Assessment: let learners sing familiar songs of more than six lines and identify place names heard in the song 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:

Onset and Rime Game

Learners in convenient groups.

- 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
- 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.

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:

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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

Assessment: let learners mention names of place and people heard in the rhyme

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 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.

DEBRIEFING: What did you like about the game?

- 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

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:

WHATSAPP UNLT	0245350551		
	What did you dislike about the	the board and say them	
	game?	aloud	
	What must your team do to win	Discuss some of the	
	next time?		
	Heat time:	words with the learners	
		Assessment: let	
	Share lesson indicator and treat	learners mention	
	key words with learner .		
		names of places and	
		people heard in the	
		rhyme	
Vetted by :		Signature:	Date :
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venea bi	/	Signature:	Date

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SUBJECT: ENGLISH LANGUAGE 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 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
2	1 of 1		
Strand:	Sub-strand:		
A. Oral Language	A. Songs		
B. Reading	B. Pre-Reading Activities		
C. Writing	C. Pre-Writing		
D. Using Writing Conventions	D. Using Capitalisation		
E. Extensive Reading	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 song		
	with appropriate expressions		
	B. Learners can orally blend two or three		
	sounds together to make one C. Learners can make given patterns, trace and		
	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		
-	mmunication and Collaboration Personal Development		
and Leadership Critical Thinking and Problem Solv	ing.		
Keywords			
neyworus			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref: English Language cu			,	
DAY	Phase 1: Starter (preparing for learning		Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	DEBRIEFING 1.What did song? 2.What was 3. what ber songs? Share lesso	rners to sing the song you enjoy about the s the song about? nefit do we get from n indicator and treat with learner	 A. ORAL LANGAUGE 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. Assessment: let learners listen to and sing familiar songs with appropriate expressions 	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	1. Write a 2. Cover al the first on left to the r	convenient groups. word on the board. I the letters except e, beginning from the ight, and ask pupils e sound of the letter	B.READING • 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).	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

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

WHATSAPP ONL	How did you help your team to		
	win the game?		
	What objects in the classroom		
	look like the strokes you traced?		
	Share lesson indicator and treat		
	key words with learner.		
Thursday, 60	Writing Chain	D.WRITING CONVENTIONS	What new things
minutes	(Penmanship activity)	AND GRAMMAR USAGE	have you learned
	Learners in convenient groups	Through pick and write	today?
	e.g (Group A & B) observe/	activity, revise writing of capital	Learning progress
	perceive a card with an	letters with learners	voting: Ask
	inscription (a pattern or a letter)		learners to show by their fingers of 5 or 3
	When signaled, the first learner	Assessment: let learners write	or 1 as to those 'who
	in each Group passes the card to	capital letters correctly	really got it', 'got
	the next group member and at		some of it' or didn't
	the same time writes or draws		get it' respectively.
	the same pattern on a sheet. They all do the card passing and		Independent
	drawing in turns.		Activity/ Homework:
	When the last member finishes		, receively, morneworks
	in each group, he/she shouts		
	'Bingo!'		
	DEBRIEFING:		
	How did you help your team to		
	win the game?		
	_		
	What objects in the classroom		
	look like the strokes you traced?		
	Share lesson indicator and treat		
	key words with learner .		

WHATSAPP ONLY 0245350591 Friday, 60 Cover Up **E.EXTENSIVE READING** What new things have you learned minutes • Using book tease or book talk, today? Learners in convenient groups. introduce the reading/library time. Learning progress 1. Write a word on the board. Have a variety of age voting: Ask 2. Cover all the letters except appropriate books for learners learners to show by the first one, beginning from the to make a choice from. their fingers of 5 or 3 left to the right, and ask pupils • Introduce picture or wordless or 1 as to those 'who to make the sound of the letter books, pop-up and flip-the-page really got it', 'got which is not covered. texts to learners. some of it' or didn't 3. Do this until the sounds of all • Encourage them to read get it' respectively. the individual letters have been individually and in pairs, and provide support and made by pupils. Independent 4. Run your finger under the encouragement. Activity/ Homework: word for pupils to blend the sounds to read Assessment: let learners read a 5. The pupil who blend the variety of age – appropriate sounds to read wins the game. books and texts from print Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

'etted by :	Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: ONE

Week Ending: 2	28th January, 20	22				Class s	ize:
Day:				Date:			
Monday, 60 minutes			24th Ja	nuary, 2	022		
Tuesday, 60 mir	nutes				25th Ja	nuary, 2	022
Wednesday, 60	minutes				26th Ja	nuary, 2	022
Thursday, 60 mi	nutes				27th Ja	nuary, 2	022
Friday, 60 minut	tes				28th Ja	nuary, 2	022
Period :					Lesson	:	
2					1 of 5		<u> </u>
2					2 of 5	CX	
2					3 of 5		
2					4 of 5		
2					5 of 5		
Strand: NUMBE	ER			Sub-str	and : Nu	ımber: C	Counting, Representation,
				Cardina	lity & O	rdinality	
Indicator (code)			B1.1.1.	1.1			
Content standa	rd (code)		B1.1.1.	1.			
Performance In	dicator			rs can use number names, counting sequences and			
Cana Cananatan	alaa Caaaki iku		how to count to find out "how many?" n Communication and Collaboration Personal Development				
and Leadership	•			unication	and Col	iaborati	on Personal Development
and Ecddership	Critical Tilliking	, and i robicin	Joiving.				
Keywords	. 1		Count f	orwards,	backwa	rds, one	e, two, three, one
			hundre	d.			
T. L .R. (s)			Numer	al cards 1	1-20, 100-number chart, bottle		
			caps, st	caps, straws, number line card			
Ref:		Mathematics	curriculum Page				
DAY	Phase 1:		Phase 2	2: Main			Phase 3:
Starter (ne		(new le	arning in	cluding		Plenary / Reflections	
(preparing the brain assessment		nent)					
	for learning)						
Monday, 60	, 60 Play "fingers up and Es		Estima	ate the nu	ımber o	f	What new things have you
minutes down" ob		objects	in a sma	II group	(up to	learned today?	
	Hold up a num	ber of	100) ar	nd describ	e the		
	fingers. Learne	ers say the	estima	tion strate	egy used	d;	Learning progress voting:
	number name	•	Select a	an approp	riate es	timate	Ask learners to show by

WHATSAPP UNLY			
	They also say the number	among all those given for a	their fingers of 5 or 3 or 1 as to those 'who really got it',
	of fingers that are down.	group of up to 100 objects and	'got some of it' or didn't get
	down.	justify the choice	it' respectively.
		Differentiated Lessons	,
		Low Ability Learners	Independent Activity/
		Give out a number of straws	Homework:
		and counters	
		to learners. They count to find	
		"How many?"	
		•	
		High Ability Learners	
		• Give out 30 straws, and 45	
		bottle caps in	
		containers. They guess and	
		count to find	
		"How many?"	
		Assessment: have learners to	
		practice with more examples	
Tuesday, 60		Estimate the number of	What new things have you
minutes	1. Learners write numbers	objects in a small group (up to	learned today?
	on a ball using a marker.	100) and describe the	1
	2. Learners bounce or throw the ball to other	estimation strategy used;	Learning progress voting: Ask learners to show by
	learners and have them	Select an appropriate estimate	their fingers of 5 or 3 or 1 as
	mention the number they	among all those given for a	to those 'who really got it',
	see first.	group of up to 100 objects and	'got some of it' or didn't get
	3. Learners bounces/throw	justify the choice	it' respectively.
	the ball to another learner,		
	who does same by adding	Differentiated Lessons	Independent Activity/
	the number he/she sees to	Low Ability Learners • Give out a number of straws	Homework:
	the number of the first	and counters	
	learner.	to learners. They count to find	
	DEBDIEFING	"How many?"	
	DEBRIEFING 1. How did you find the	•	
	game?	High Ability Learners	
	Buille:	• Give out 30 straws, and 45	
	2. How difficult/easy was it	bottle caps in	
	adding your number to	containers. They guess and	
	your friends number?	count to find	
	ı		

WHATSAPP ONLY	1	T ,,	
	3. What were some of the	"How many?"	
	numbers you heard your		
	friends calling out?	Assessment: have learners to	
		practice with more examples	
	Share lesson indicator and		
	treat key words with		
	learner		
Wednesday,	Learners form convenient	Represent the number of	What new things have you
60 minutes	groups.	objects in a group with a	learned today?
bo illillutes	• ,	written numeral 0 to 100. Use	learned today:
	Give each group a		
	designed playing cards	ordinal numbers to describe	Learning progress voting:
	Learners plays in turns	the position of objects up to	Ask learners to show by
	(one at a time)	10th place	their fingers of 5 or 3 or 1 as
	Learner picks up two cards		to those 'who really got it',
	at a time and then add the	Differentiated Lessons	'got some of it' or didn't get
	numbers on the cards	Low Ability Learners	it' respectively.
	together to give the sum.	 In their groups, learners 	
	If the learner gets the	write their first	Independent Activity/
	answer right, the learner	names. They tag themselves	Homework:
	keeps the cards but if the	from 1st up to	
	learner gets it wrong, the	the 5th position.	
	learner put the cards back		
	and the cards are shuffled.	High Ability Learners	
	The learner with the	• In groups of 10, learners	
	highest number of cards at	write their full	
	the end wins the game	names. They tag themselves	
	the end wins the game	with the	
	DEBRIEFING	position badges according to	
		_ =	
	1. How was the game?	how they	
	What makes it so?	finish	
	2. How were you able to		
	get the sum of the	Assessment: have learners to	
	numbers you picked?	practice with more examples	
	3. How will you be able to		
	add six oranges and two		
	oranges together?		
	Share lesson indicator and		
	treat key words with		
	learner.		

Thursday, 60 minutes	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. DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? Share lesson indicator and treat key words with learner	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 Differentiated Lessons Low Ability Learners • In their groups, learners write their first names. They tag themselves from 1st up to the 5th position. High Ability Learners • In groups of 10, learners write their full names. They tag themselves with the position badges according to how they finish Assessment: have learners to practice with more examples	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:
Friday, 60 minutes	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.	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 Differentiated Lessons Low Ability 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.

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

DEBRIEFING

How was the game?
 What makes it so?
 How were you able to get the sum of the numbers you picked?
 How will you be able to add six oranges and two oranges together?

Share lesson indicator and treat key words with learner.

• In their groups, learners write their first names. They tag themselves from 1st up to the 5th position.

High Ability Learners
• In groups of 10, learners
write their full
names. They tag themselves
with the
position badges according to
how they
finish

Assessment: have learners to practice with more examples

Independent Activity/ Homework:

Vetted by :	 Signature:	Date :

SUBJECT: SCIENCE CLASS: ONE

Week Ending:	28th January, 2022				Clas	s size:
Day:				Date :		
Monday, 60 mi	nutes				24th January, 2022	
Thursday, 60 minutes					27th Janua	ry, 2022
Period :					Lesson:	
2					1 of 2	
2					2 of 2	
Strand: DIVERS	SITY OF MATTER			Sub-st	trand : LIVIN	G AND NON-LIVING THINGS
Indicator (code)		B1.1.1	2.1		
Content standa	rd (code)		B1.1.1	2.		
Performance In	dicator			ers can ocality		name animals and plants in
and Leadership	ncies: Creativity and Critical Thinking a		ng.		<u></u>	ion Personal Development
Keywords			Plants, animals, wild, forest and common.			
T. L .R. (s)			Pictures showing different animals. Uprooted plants.			
Ref:	Science curriculi		lum Page			
DAY	Phase 1:		Phase 2: Main		า	Phase 3:
	Starter	. 1	(new learning including assessment) Plenary / Reflections		gincluding	Plenary / Reflections
	(preparing the b	rain				
	for learning)					
Monday, 60 minutes	Split the class in more if you have Elect one person team to sit in the facing the class hoard behind the Write a word on of the team men student in the help the student by describing it. limited amount	e a large class. In from each the Hot Seat, the board. One the board. One the board the tot seat must the guess the word They have a	videos plants • With identi of pla seen i pictur • Lear the lo plants	n guidar fy the lo nts and n the vi es. ners co cal nam and an	mals and mals and nce, learners ocal names animals deos and me out with les of other imals not deo/picture	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:

cannot say, spell or draw the using the "think-pairshare". Continue until each team member has described a word Differentiated learning to the student in the Hot Seat. Ask stronger learners to answer some questions **DEBRIEFING:** first and then let learners What did you like about the who are struggling game? answer similar questions. What did you dislike about the • Pair up stronger and game? weaker learners so that What must your team do to win stronger learners can next time? help weaker ones. Use the remedial Share lesson indicator and treat activities as practice for key words with learner. learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners identify and name animals and plants in their locality Thursday, 60 **Hot Seat** • Learners Draw and What new things have you learned today? minutes colour any local plant or Split the class into 2 teams, or animal. more if you have a large class. Learning progress voting: Compare their drawings Elect one person from each Ask learners to show by and identify the type of team to sit in the Hot Seat, their fingers of 5 or 3 or 1 animal or plant drawn facing the classroom with the as to those 'who really got through a peer activity. board behind them. it', 'got some of it' or Write a word on the board. One didn't get it' respectively. Differentiated learning of the team members of the Ask stronger learners to student in the hot seat must Independent Activity/ answer some questions help the student guess the word Homework: first and then let learners by describing it. They have a who are struggling limited amount of time and cannot say, spell or draw the answer similar questions. word.

	Continue until each team	Pair up stronger and	
	member has described a word	weaker learners so that	
	to the student in the Hot Seat.	stronger learners can	
		help weaker ones.	
	DEBRIEFING:	Use the remedial	
	What did you like about the	activities as practice for	
	game?	learners	
	What did you dislike about the game?	who struggle, and the	
	What must your team do to win	extension activities for	
	next time?	those learners who need	
	next time.	more of a challenge	
	Share lesson indicator and treat	Assessment: let learners	
	key words with learner .	identify and name	
		animals and plants in	
		their locality	
etted by :		Signature:	Date :
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etted by :	. Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 2	28th January, 202	22				Class s	ize:
Day:					Date :		
Tuesday, 60 mir	nutes				25th January, 2022		
Thursday, 60 m	Thursday, 60 minutes				27th Ja	anuary, i	2022
Period :					Lessor	ı:	
2					1 of 2		
2					2 of 2		
Strand : ALL AB	OUT US			Sub-st	rand : N	1yself	
Indicator (code			B1.1.2.	1. l			
Content standa	rd (code)		B1.1.2.	1.			
Performance In	dicator		Learne	rs can	recogn	ise indi	vidual characteristics as the
			basis o	f one's ι	uniquen	ess	
				cation a	nd Colla	aboratio	n Personal Development
and Leadership	Critical Thinking	and Problem Sol	ving.	()-			
Keywords			Unique, individual, characteristics				
Reywords			Offique, marvidual, characteristics				
T. L .R. (s)			Charts, pictures, chart, computer, projector,				
Ref:		Our World Our		•		•	ter, projector,
Kei.		Our World Our	reopie	curricu	iiuiii ra	age	
DAY	Phase 1:	A/A	Phase	2: Main			Phase 3:
	Starter				ncludin	σ	Plenary / Reflections
	(preparing the	brain		(new learning including assessment)		Ь	
	for learning)		,				
Tuesday, 60	Hot Seat		Learne	rs in gro	ups ide	ntifv	What new things have you
minutes			and talk about their		,	learned today?	
	Split the class in	nto 2 teams, or	individ	ual char	acterist	ics and	·
	more if you hav	ve a large class.	accept	themse	lves, bri	nging	Learning progress voting:
	Elect one perso		-	eir simila			Ask learners to show by
	team to sit in th		differe	nces. I a	m kind.	l am	their fingers of 5 or 3 or 1
	facing the class		honest	. I like p	eople.		as to those 'who really got
board behind them. Write a word on the board.		it', 'got some of it' or		didn't get it' respectively.			
	One of the tear		Differe	ntiated	learning	3	ululi i get it Tespectively.
	the student in t		Ask str	onger le	arners t	to	Independent Activity/
	must help the s		answe	some c	question	ıs	Homework:
	1		<u> </u>				

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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner. first and then let learners who are struggling answer similar questions.

- 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

Assessment: Let learners identify individual characteristics as the basis of one's uniqueness

Learners brainstorm on the

What new things have you

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

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

• Pair up stronger and weaker learners so that stronger learners can help weaker ones.

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:

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. 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.

DEBRIEFING:

	What did you like about the game? What did you dislike about the game? What must your team do to	Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need	
	win next time? Share lesson indicator and treat key words with learner.	more of a challenge Assessment: Let learners mention importance of knowing and appreciating oneself.	
Vetted by :		Signature:	Date :

Vetted by :	Signature:	Date :
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SUBJECT: HISTORY CLASS: ONE

Week Ending: 2	8th January, 2022		CI	ass size:	
Day:			Date :		
Tuesday, 60 min	utes		25th January, 2022		
Thursday, 60 minutes			27th Jan	uary, 2022	
Period :			Lesson:		
2			1 of 2		
2			2 of 2		
Strand : History	as a Subject	Sub-s	strand : W	hy and How We Study History	
Indicator (code)		B1.1.1.1.1			
Content standar	rd (code)	B1.1.1.1.			
Performance In	dicator	Learners ca	an explai	n that history deals with past	
		human acti	vities		
Core Competen	cies: Creativity and Innovation Comm	nunication an	d Collabo	ration 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 curriculu	m Page			
DAY	Phase 1:	Phase 2: Ma	ain	Phase 3:	
	Starter	(new learni	ng	Plenary / Reflections	
	(preparing the brain	including a	_	t)	
	for learning)				
Tuesday, 60	Hot Seat			What new things have you	
minutes		List any pa	st events	learned today?	
	Split the class into 2 teams, or	they have w	vitnessed.		
	more if you have a large class.	Explain tha		Learning progress voting:	
	Elect one person from each team	those activi		Ask learners to show by their	
	to sit in the Hot Seat, facing the	performed			
	classroom with the board behind	they qualify		those 'who really got it' , 'got	
	them.	called histo	ry.	some of it' or didn't get it'	
	Write a word on the board. One of the team members of the	Differentiat	ed learnir	respectively.	

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners explain that history deals with past human activities

Independent Activity/ Homework:

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.

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.

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 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:

		Pair up stronger and	
	DEBRIEFING :	weaker learners so	
	What did you like about the	that	
	game?	stronger learners can	
	What did you dislike about the	help weaker ones.	
	game?	Use the remedial	
	What must your team do to win	activities as practice	
	next time?	for learners	
		who struggle, and the	
		extension activities for	
	Share lesson indicator and treat	those learners who	
	key words with learner .	need more of a	
	,	challenge	
		Assessment: let	
		learners explain that	
		history deals with past	
		human activities	
	_		
etted by :	S	ignature:	Date :
		()-	

/etted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 28	3th January, 20	22				Class siz	:e:
Day:					Date :		
Monday, 60 min	utes				24th January, 2022		
Wednesday, 60 minutes				26th Jan	uary, 20	22	
Period :					Lesson:		
2					1 of 2		
2					2 of 2		
Strand: PERFORM	MING ARTS			Sub-stra	nd : Thin	king and	Exploring Ideas
Indicator (code)			B1 2.1.1	.1		- / /	
Content standard	d (code)		B1 2.1.1	•			
Performance Ind	icator		Learners	s can thii	nk about	the peo	ple who live in the local
			commui	nity and o	lescribe v	what you	know about their history
			and thei	r culture	or way of	f life	
				ication ar	nd Collab	oration P	ersonal Development
and Leadership C	ritical Thinking	and Problem S	olving.				
Keywords							
Reywords							
T. L .R. (s)			Pictures				
Ref:		Creative Arts	curriculur	n			
		1 Al					
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter		(new lea	arning inc	luding		Plenary / Reflections
	(preparing the	brain	assessment)				
	for learning)						
Monday, 60	Hot Seat		Learners	s are to:			What new things have
minutes			2 think a	about the	different	t	you learned today?
	Split the class into 2 teams,			of people	who live	in the	
or more if you have a large			local community (your village, Learning progress				J. J
	class.		town, ci	ty or dist	rict)		voting: Ask
Elect one person from each			2 share	ideas the	y have ab	out the	learners to show by
team to sit in the Hot Seat, facing the classroom with			history o	of the peo	pple (inclu	uding	their fingers of 5 or 3 or 1 as to those 'who really
	the board beh		where t	hey came	from, th	e	got it', 'got some of it'
	Write a word		leaders	who brou	ight them	, how	or didn't get it'
	One of the tea		the villa	ge starte	d)		respectively.

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

☑ 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 on stories told by community elders or resource persons that explain the history and culture of the people in the community

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

Independent Activity/ Homework:

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 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.

Learners are to:

☑ 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

② use ideas gained to plan to create own performing artworks that describe the people and how they live.

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:

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

Vetted by :	Signature:	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 28th January, 2022			Class		Class s	size:		
Day:		Date :	Date :					
Friday, 60 minu		28th January, 2022						
Period :				Lesso	n :			
2				1 of 1				
Strand : God, H	is Creation and Att	ributes	Sub	-strand:	God the	Creator		
	_							
Indicator (code			B1. 1.1.1.1					
Content standa			B1. 1.1.1.					
Performance In	dicator		Learners ca	an Explore	e God's	Creation		
_	cies: Creativity and Critical Thinking ar			and Colla	boration	n Personal Development		
and Leddership	Circled Tillinking di	ia i robiciii bolvii	'δ'	01				
Keywords			-0-),				
T. L .R. (s)			Pictures					
Ref:		RME curriculum	Page					
DAY	Phase 1:		Phase 2: Main			Phase 3:		
	Starter	arter		ing includ	ling	Plenary / Reflections		
	(preparing the b	rain	assessment)					
	for learning)							
Friday, 60	Hot Seat		In groups, learners			What new things have you		
minutes				o the crea	ator	learned today?		
	Split the class in	is He is God, the						
	•	more if you have a large class.			gs	Learning progress voting:		
	•	ect one person from each am to sit in the Hot Seat,		He provides all our need		Ask learners to show by their fingers of 5 or 3 or 1		
	facing the classr		air, food, w	ater, life,	, etc	as to those 'who really got		
	_	board behind them.				it', 'got some of it' or		
	Write a word on	Differentiated learning Ask stronger learners to		_	didn't get it' respectively.			
	of the team mer	of the team members of the						
student in the hot seat must help the student guess the word by describing it. They			answer son	=	Independent Activity/			
			first and then let learners Homework:					
			who are struggling answer similar questions.					
	have a limited a	mount of time	answer sim	ıllar quest	tions.			
<u>. </u>								

	<u></u>		
	and cannot say, spell or draw	Pair up stronger and	
	the word.	weaker learners so that	
	Continue until each team	stronger learners can help	
	member has described a word	weaker ones.	
	to the student in the Hot Seat.	Use the remedial	
		activities as practice for	
	DEBRIEFING :	learners	
	What did you like about the	who struggle, and the	
	game?	extension activities for	
	What did you dislike about the game?	those learners who need	
	What must your team do to win	more of a challenge	
	next time?	Ü	
	Tiext time.		
		Assessment: let learners	
	Share lesson indicator and treat	explain who the creator is	
	key words with learner .		
Vetted by :		Signature:	Date :
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etted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 28th January, 2022			Class size:						
Day:				Date :					
Friday, 60 minutes				28th	28th January, 2022				
Period :				Less	on:				
2				1 of	1				
Strand: MO	TOR SKILLS A	ND MOVEMENT	Sub-stran	nd : LC	DCOMOTOR SKILLS				
PATTERNS									
Indicator (co	ode)	B1.1.1. 1.2:	<u> </u>						
Content sta	ndard (code)	B1.1.1. 1.							
Performanc	e Indicator	Learners can Jum	p individua	ally ta	king off on one foot and	d on both feet.			
1		tivity and Innovation Communication and Collaboration Personal Development and ng and Problem Solving.							
T. L .R. (s)		cones							
Ref:	PE curriculu	m Page							
DAY	Phase 1:	Phase 2: Main				Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections				
Friday, 60	Learners	Learners go throu	ugh general	l and	specific warm ups.	What new things have			
minutes	jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal	foot and on both activities). Guide individuals and in individual different Organise mini lon	feet (show learners to a group at nces for ma ng jump and les for learr	video prac t their astery d high	n jump activities by o jump over for height	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.			

	performan ce and to prevent injuries	Take them through cool down/warm down activities to end your lesson.	Independent Activity/ Homework:
Vetted by :		Signature:	Date :

/etted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 28th January, 2022				Class	size:			
Day:					Date	:		
Period :					Lesso	on :		
2				1 of 1				
2			1 of 1					
2					1 of :		<i>)</i> `	
Strand : Oral Lang	guage (Listening a	nd Speaking)		Sub-s	stranc	d : List	ening and	Story Telling
				7				
Indicator (code)			B1.1	.4.1.1	В	1.1.4.1	1.2	B1.1.4.1.3
Content standard	l (code)		B1.1	4.1.	В	1.1.4.1	L.	B1.1.4.1.
Performance Indi	cator		 Learners should discuss the characters 					
			of the story					
			Learners should discuss the events in					
			the story					
				•				role play the story.
•			nunica	ation a	nd Co	ollabor	ation Pers	sonal Development and
Leadership Critica	il Thinking and Pro	oblem Solving.						
Keywords								
,								
T. L .R. (s)			Manila cards, markers, recorded audios visual					
Ref:		Ghanaian Langu	uage curriculum					
DAY	Phase 1:		Phas	se 2: M	lain		Phase 3:	
	Starter		(nev	v learn	ing		Plenary /	Reflections
	(preparing the brain for learning) Cover Up		including					
			assessment)		t)			
			• Show a clip or tell		tell	What new	v things have you	
		a story to learners.		ers.	learned to	oday?		
	Learners in conv	enient groups.	• Use questions to		to			
	4 14/21 1	andhaltar I	elicit	t name	s of			orogress voting:
	1. Write a word	on the board.					Ask learne	ers to show by their

- 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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

characters in stories watched or told in class from learners

Assessment: let learners describe the characters of the story

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:

Onset and Rime Game

Learners in convenient groups.

- 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 sounds to read the word and writes the word on the board.

- 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.

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:

That particular onset is put Assessment: let aside. Example S ink Sink learners describe the The team that is able to read and events in the story write more words becomes the winner. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Cover Up** Let learners watch What new things have you learned today? the clip again. Learners in convenient groups. Read the story line Learning progress voting: to the learners and 1. Write a word on the board. Ask learners to show by their direct them to role 2. Cover all the letters except fingers of 5 or 3 or 1 as to those play the story the first one, beginning from the 'who really got it', 'got some of left to the right, and ask pupils to it' or didn't get it' respectively. Assessment: let make the sound of the letter learners role play which is not covered. Independent Activity/ the story 3. Do this until the sounds of all Homework: 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. **DEBRIEFING:** What did you like about the game? What did you dislike about the game?

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 :

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SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 4th February, 2022	Class size:
Day:	Date :
Monday, 60 minutes	31st January, 2022
Tuesday, 60 minutes	1st February, 2022
Wednesday, 60 minutes	2nd February, 2022
Thursday, 60 minutes	3rd February, 2022
Friday, 60 minutes	4th February, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Rhymes
B. Reading	B. Pre-Reading Activities
C. Writing	C. Penmanship
D. Using Writing Conventions	D. Using Capitalisation
E. Extensive Reading	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. B1.2.1.2. B1.4.2.1.
	B1.5.1.1. B1.6.1.1.
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 alphabe	
	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 Cor	mmunication and Collaboration Personal Development
and Leadership Critical Thinking and Problem Solvi	·
Keywords	

T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting o		
			a manila card and a class	ilibrary.	
Ref:		English Lang	guage curriculum Page		
DAY	Phase 1:		Phase 2: Main	Phase 3:	
	Starter (preparing the brair for learning)	1	(new learning including assessment)	Plenary / Reflections	
Monday, 60 minutes	DEBRIEFING 1.What did you enjoy rhyme? 2.What was the rhy 3. what benefit do w rhyme? Share lesson indicat key words with lear	oy about the me about? ve get from	 A. ORAL LANGAUGE 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. Assessment: let learners recite rhymes and tongue-twisters with accompanying 	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		actions B.READING Make individual	What new things have you learned today?	
	1. Write a word on 2. Cover all the lett the first one, beginn the left to the right, pupils to make the sletter which is not contact.	the board. ers except ning from and ask sound of the	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).	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.	

- 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.

Assessment: let learners orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin) Independent Activity/ Homework:

DEBRIEFING

What did you like about the game?
What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Writing Chain C. WRITING

(Penmanship activity)

Wednesday,

60 minutes

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

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!'

DEBRIEFING:

- 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

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:

WHATSAPP UNL			
	How did you help your team to	Assessment: let	
	win the game?	learners copy letters of	
		the alphabet clearly	
	What objects in the classroom		
	look like the strokes you traced?		
	-		
	Share lesson indicator and treat		
	key words with learner .		
	,		
Thursday, 60	Writing Chain	D.WRITING	What new things have you
minutes	(Penmanship activity)	CONVENTIONS AND	learned today?
minuces	(ca.is.inp detivity)	GRAMMAR USAGE	
	Learners in convenient groups	Through pick and	Learning progress voting:
	e.g (Group A & B) observe/	write activity, revise	Ask learners to show by their
	perceive a card with an	writing of capital	fingers of 5 or 3 or 1 as to
	·	letters with learners	<u> </u>
	inscription (a pattern or a letter)	letters with learners	those 'who really got it', 'got
	NA/hon signalad the first leaves	Acceptant	some of it' or didn't get it'
	When signaled, the first learner	Assessment: let	respectively.
	in each Group passes the card	learners write capital	
	to the next group member and	letters correctly	Independent Activity/
	at the same time writes or		Homework:
	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!'		
	W.		
	DEBRIEFING:		
	How did you help your team to		
	win the game?		
	What objects in the classroom		
	look like the strokes you traced?		
	,		
	Share lesson indicator and treat		
	key words with learner .		
	The state of the s		

WHATSAPP ONLY 0245350591 Friday, 60 Cover Up **E.EXTENSIVE** What new things have you minutes learned today? READING • Using book tease or Learners in convenient groups. Learning progress voting: book talk, introduce Ask learners to show by their 1. Write a word on the board. the reading/library fingers of 5 or 3 or 1 as to 2. Cover all the letters except time. those 'who really got it', 'got the first one, beginning from • Have a variety of age some of it' or didn't get it' the left to the right, and ask appropriate books for respectively. pupils to make the sound of the learners to make a letter which is not covered. choice from. Independent Activity/ 3. Do this until the sounds of all • Introduce picture or Homework: the individual letters have been wordless books, popup and flip-the-page made by pupils. 4. Run your finger under the texts to learners. word for pupils to blend the • Encourage them to sounds to read read individually and in 5. The pupil who blend the pairs, and provide sounds to read wins the game. support and encouragement. Assessment Assessment: let learners read a variety What did you like about the of age – appropriate game? books and texts from What did you dislike about the print game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

Va++ad by	•	Cignoturo	Data :
venen nv		Signature:	Date:

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:	4th Febru	ary, 2022			Class size	
Day:		Date :				
Monday, 60 minutes		31st January, 2022				
Tuesday, 60 mi	Tuesday, 60 minutes		1st February, 2022			
Wednesday, 60) minutes			2nd Febru	iary, 2022	
Thursday, 60 m	ninutes			3rd Februa	ary, 2022	
Friday, 60 minu	utes			4th Febru	ary, 2022	
Period :				Lesson:		
2				1 of 5	. \	
2				2 of 5	-//	
2				3 of 5	\mathcal{O}	
2				4 of 5)	
2				5 of 5		
Strand: NUMB	BER		Sub-strand	: Number:	Counting, F	Representation,
				& Ordinality	У	
Indicator (code	e)		B1.1.1.1.2			
Content standa	ard (code)	4	B1.1.1.1.			
Performance I	ndicator		Learners can	identify nur	nbers in di	fferent positions around
			a given numb	er (0 – 100)		
-		civity and Innovation C		n and Collab	oration Pe	rsonal Development
and Leadership	Critical Th	inking and Problem So	olving.			
Keywords		. []	Left, right, ab	ove, below,	position	
T. L .R. (s)			Numeral card	ls 1-20, 100	number ch	arts
Ref:		Mathematics curricu	lum Page			
DAY	Phase 1:		Phase 2: Maii	n		Phase 3:
	Starter (new learning		(new learning	g including		Plenary / Reflections
	(preparing the brain assessment)		assessment)			
for learning)						
Monday, 60	91		mber chart	with	What new things have	
minutes groups.		numbers mul	tiples of say	4	you learned today?	
		ch group a number	between 0 ar	nd 100 and h	nave	
	chart/Bing	go grid	learners iden	tify number	s in	Learning progress
			different posi	itions aroun	d a given	voting: Ask
						learners to show by

4	1	6	number. Put learners in
5	7	40	convenient groups and give each
3	16	13	group a number grid and have
10	14	2	them identify numbers in
42	19	36	different positions around a
18	25	35	chosen number.

- 3. Groups study the number chart / Bingo grid
- 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.
- 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.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

4	8	1
16	18	11
28	44	69
67	76	96

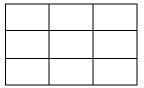
Differentiated Lessons Low Ability Learners

• Give them these numeral cards: 6, 15, 24.

They should find numbers that come before and after.

High Ability Learners

• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria.



Assessment: have learners to practice with more examples

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

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 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.
- 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.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?

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.

4	8	1
16	18	11
28	44	69
67	76	96

Differentiated Lessons Low Ability Learners

• Give them these numeral cards: 6, 15, 24.

They should find numbers that come before and after.

High Ability Learners

• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria.

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.

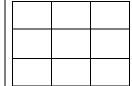
Independent
Activity/ Homework:

3. Has there been a situation in your life where you have to Assessment: have learners to identify something and it practice with more examples position? How did you do it? Share lesson indicator and treat key words with learner. Wednesday, 1. Learners form convenient Display a number chart with What new things have you learned today? 60 minutes groups. numbers multiples of say 4 2. Give each group a number between 0 and 100 and have chart/Bingo grid Learning progress learners identify numbers in Ask voting: different positions around a given learners to show by number. Put learners in their fingers of 5 or 3 4 1 6 convenient groups and give each 7 or 1 as to those 'who 40 group a number grid and have really got it', 'got 3 13 16 them identify numbers in some of it' or didn't 10 14 2 different positions around a get it' respectively. 42 19 36 chosen number. 25 18 35 Independent Activity/ Homework: 8 1 4 3. Groups study the number 16 18 11 chart / Bingo grid 4. Group leaders call out a 28 44 69 number randomly and 67 76 96 learners cross out that number. The first learner in the group to identify the **Differentiated Lessons** number, cross out that Low Ability Learners numbers and shouts bingo, • Give them these numeral cards: wins a point. 6, 15, 24. 5. Learners identify the They should find numbers that numbers around the number come before that has been cross out and and after. tell the relationship between the **High Ability Learners** number and the numbers • Give them a 3 x 3 grid. Let them around it. i.e to the right, left, write their top and down of the number. own numbers and describe the **DEBRIEFING** position of

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

the numbers using their own criteria.



Assessment: have learners to practice with more examples

Thursday, 60 minutes

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 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.
- 5. Learners identify the numbers around the number

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.

4	8	1
16	18	11
28	44	69
67	76	96

Differentiated Lessons Low Ability Learners

• Give them these numeral cards: 6, 15, 24.

They should find numbers that come before

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:

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.

DEBRIEFING

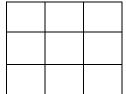
- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

and after.

High Ability Learners

• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria.



Assessment: have learners to practice with more examples

Friday, 60 minutes

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6		
5	7	40		
3	16	13		
10	14	2		
42	19	36		
18	25	35		

- 3. Groups study the number chart / Bingo grid
- 4. Group leaders call out a number randomly and learners cross out

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.

4	8	1
16	18	11
28	44	69
67	76	96

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:

that number. The first learner in the group to identify the number, cross out that numbers and shouts bingo, wins a point.

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.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

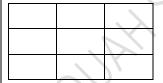
Differentiated Lessons Low Ability Learners

• Give them these numeral cards: 6, 15, 24.

They should find numbers that come before and after.

High Ability Learners

• Give them a 3 x 3 grid. Let them write their own numbers and describe the position of the numbers using their own criteria.



Assessment: have learners to practice with more examples

/etted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: ONE

Week Ending:	4th February, 2022			CI	ass size:	
Day:	Day:			Date :		
Monday, 60 mi	Monday, 60 minutes			31st January, 2022		
Thursday, 60 mi	inutes			3rd Febr	uary, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: DIVERS	ITY OF MATTER		Sub-s	trand : Le	arners can know the basic needs	
			of livii	ng things	(food, water and air	
Indicator (code)		B1.1.1				
Content standa	rd (code)	B1.1.1	2.	5		
Performance In	dicator	Learn	ers car	n know t	the basic needs of living things	
				and air		
	cies: Creativity and Innovation Comr		ion an	d Collabo	ration Personal Development	
and Leadership	Critical Thinking and Problem Solving	g. ()-			
Keywords		air, breathe, water.				
T. L .R. (s)		Pictures showing a girl eating, lion eating meat, goat				
(-7			chewing grass, ballons, water, different food items			
Ref:	Science curriculu	I .				
DAY	Phase 1:	Phase	2: Mai	in	Phase 3:	
	Starter	(new learning including Plenary / Reflections			Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Thursday	Hot Seat	Give some examples What new things have you				
			ng thin	• •	learned today?	
	Split the class into 2 teams, or			ngs that	l comica anaguas vatinas	
Float one nerson from each team		eat/drink, move, grow Learning progress voti			Ask learners to show by	
	Elect one person from each team to sit in the Hot Seat, facing the			young	their fingers of 5 or 3 or 1 as	
classroom with the board behind them.			ones). to those 'who really g			
			k in pa		'got some of it' or didn't get	
	Write a word on the board. One		•	basic nee	ds it' respectively.	
	of the team members of the		_	gs (e.g.		
	student in the hot seat must help			air, shelt		
		appro	priate	warmth).		

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

 Elaborate on learners' ideas to guide them to brainstorm the importance of basic needs of the living things.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

- 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

Independent Activity/ Homework:

Assessment: let learners mention the basic needs of living things

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

Hot Seat

 Give some examples of living things (for example things that eat/drink, move, grow and produce young ones). 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',

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

- 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

Assessment: let learners mention the basic needs of living things

'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

'etted by :	Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 4th	n February, 2022					Class	size:
Day:			Date :				
Tuesday, 60 minut	es				1st Fel	bruary,	2022
Thursday, 60 minu	tes				3rd Fe	bruary,	, 2022
Period :					Lessor	1 :	
2					1 of 2		
2					2 of 2		
Strand: ALL ABOU	T US			Sub-st	rand : N	√ly Fam	ily and the Community
						. \	
Indicator (code)			B1.1.3.	1.1.			
Content standard	(code)		B1.1.3	1.	C		
Performance Indic	ator		Learne	rs can	identify	persor	ns closely related us and the
			need to	o relate	e well w	ith oth	ers
Core Competencie	es: Creativity and I	nnovation Com	municat	ion and	l Collab	oration	Personal Development
and Leadership Cri	tical Thinking and	Problem Solvin	g.)-			
Keywords			roles, shelter Security, Chores, Errands				
T. L .R. (s)			picture	pictures, chart, pencils, computer, projector			
Ref:		Our World Our	People	curric	ulum P	age	
DAY	Phase 1:	1	Phase	2: Mair)		Phase 3:
	Starter	71	(new le	earning	includi	ng	Plenary / Reflections
	(preparing the b	rain	assessi	ment)			
	for learning)						
Tuesday, 60	Hot Seat		Learners mention the What new things have				
minutes			names of those who are you learned today?			you learned today?	
	Split the class in		closely related to them,				
	more if you have	_	e.g. pa	rents, k	orothers	5,	Learning progress voting:
	Elect one persor		sisters, friends and			Ask learners to show by	
	team to sit in the facing the classr	,	teache	rs.			their fingers of 5 or 3 or 1 as to those 'who really
	board behind th		Learne	rs in gr	oups, ta	alk	got it', 'got some of it' or
	Write a word on		the board.			e of	didn't get it' respectively.
	One of the team				inter-personal		
	the student in th	ne hot seat		•	and the	need	Independent Activity/
	must help the st	udent guess	to acce	ept eve	ryone,		Homework:
	the word by des	cribing it.					

They have a limited amount of irrespective of where the time and cannot say, spell or person comes from. draw the word. Continue until each team Differentiated learning member has described a word Ask stronger learners to to the student in the Hot Seat. answer some questions first and then let learners **DEBRIEFING:** who are struggling What did you like about the answer similar questions. game? • Pair up stronger and What did you dislike about weaker learners so that the game? stronger learners can help What must your team do to weaker ones. win next time? Use the remedial activities as practice for Share lesson indicator and learners treat key words with learner. who struggle, and the extension activities for those learners who need more of a challenge Assessment: Let learners identify persons closely related us and the need to relate well with others Thursday, 60 **Hot Seat** Learners role play healthy What new things have you learned today? minutes relationship with family Split the class into 2 teams, or and friends. more if you have a large class. Learning progress voting: Elect one person from each Ask learners to show by Differentiated learning team to sit in the Hot Seat, their fingers of 5 or 3 or 1 Ask stronger learners to facing the classroom with the as to those 'who really answer some questions board behind them. got it', 'got some of it' or first and then let learners Write a word on the board. didn't get it' respectively. who are struggling One of the team members of answer similar questions. the student in the hot seat Independent Activity/ Pair up stronger and must help the student guess Homework: weaker learners so that the word by describing it. They have a limited amount of

	time and cannot say, spell or	stronger learners can help	
	draw the word.	weaker ones.	
	Continue until each team	Use the remedial	
	member has described a word	activities as practice for	
	to the student in the Hot Seat.	learners	
	DEBRIEFING : What did you like about the	who struggle, and the extension activities for	
	game?	those learners who need	
	What did you dislike about the game?	more of a challenge	
	What must your team do to		
	win next time?	Assessment: Let learners	
		role play healthy	
		relationship with family	
	Share lesson indicator and	and friends.	
	treat key words with learner .	1/2	
Vetted by :		Signature:	Date :
vetted by		Signature	Date :
	ARAR FILL		

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: ONE

Week Ending: 4	4th February, 2022		C	ass size:		
Day:	Day:		Date :	Date :		
Tuesday, 60 min	Tuesday, 60 minutes		1st Feb	1st February, 2022		
Thursday, 60 mi	nutes		3rd Feb	ruary, 2022		
Period :			Lesson	:		
2			1 of 2			
2			2 of 2			
Strand : History	as a Subject	Sul	b-strand : \	Why and How We Study History		
Indicator (code)		B1.1.1.1.	1 (· //		
Content standar	rd (code)	B1.1.1.1.	C			
Performance Inc	dicator	Learners	can expla	in that history deals with past		
		human a	ctivities			
Core Competen	cies: Creativity and Innovation Comm	unication a	and Collabo	oration Personal Development		
and Leadership	Critical Thinking and Problem Solving.	0-				
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,				
	\mathcal{O}_{I}	modem				
Ref:	History curriculur	m Page				
DAY	Phase 1:	Phase 2:	Main	Phase 3:		
	Starter	(new lear	rning	Plenary / Reflections		
	(preparing the brain	including	;			
	for learning) ass		ent)			
Tuesday, 60	Hot Seat		sing a son			
minutes			hyme or	learned today?		
	Split the class into 2 teams, or water					
	,		ntary of any	01 0		
	·		vity	Ask learners to show by their		
	to sit in the Hot Seat, facing the classroom with the board behind			fingers of 5 or 3 or 1 as to		
	them.	Different	iated	those 'who really got it', 'got some of it' or didn't get it'		
	dieni.	learning		respectively.		
		0		respectively.		

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners explain that history deals with past human activities

Independent Activity/ Homework:

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.

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.

Learners sing a song, recite a rhyme or watch a documentary of any past activity

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:

	Continue until each team member	Pair up stronger	
	has described a word to the	and weaker learners	
	student in the Hot Seat.	so that	
	Stadent in the Hot Seat.	stronger learners can	
	DEBRIEFING :	help weaker ones.	
	What did you like about the	Use the remedial	
	game?	activities as practice	
	What did you dislike about the	for learners	
	game?	who struggle, and	
	What must your team do to win	the extension	
	next time?	activities for	
		those learners who	
		need more of a	
	Share lesson indicator and treat	challenge	
	key words with learner .		
	,	Assessment: let	
		learners explain that	
		history deals with	
		past human activities	
		-0-	
etted by :	Si	gnature:	Date :

Vetted by :	Signature:	Date:

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:	4th February, 2022			Cla	ss size:	
Day:				Date :		
Monday, 60 minutes			31st Janu	ary, 2022		
Wednesday, 60	minutes			2nd Febr	uary, 2022	
Period :				Lesson :		
2				1 of 2		
2				2 of 2		
Strand: VISUAL	ARTS		Sub-st	r and : Plai	nning, Making and Composing	
Indicator (code)	B1 1.2	2.2.1	(
Content standa	rd (code)	B1 1.2	2.2.	C		
Performance In	dicator	Learn	ers can	reflect on	own experiences of visual artworks	
		produ	iced or	found in	the local community to plan for	
		makir	ng own	artworks	from imagination to reflect the	
		histor	y and cu	ulture or v	vay of life of the people	
•	ncies: Creativity and Innovation Co Critical Thinking and Problem Sol					
T. L .R. (s)		Pictur	·			
Ref:	Creative Arts c					
NCI.	Greative Arts c	arricare				
DAY	Phase 1:	Phase	2: Mair	າ	Phase 3:	
	Starter	(new	learning	including	Plenary / Reflections	
	(preparing the brain	asses	sment)			
	for learning)					
Monday, 60 minutes	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.	 ☑ refresh their memory on visual artworks that are produced or found in the local community; ☑ recall all kinds of visual artworks that 		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'		

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Split the class into 2 teams, or

of the people;

Imake 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

Independent Activity/ Homework:

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

What new things have you learned today?

Wednesday, 60 minutes

Hot Seat

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

Continue until each team member has described a word to the student in the Hot Seat.

have a limited amount of time

and cannot say, spell or draw

DEBRIEFING:

the word.

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 of the people;

I 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

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:

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

Vetted by :	Signature:	Date :
	97/K	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 4th February, 2022				Class size:			size:	
Day:					Date:	Date :		
Friday, 60 minu	tes				4th February, 2022			
Period :					Lessor	1 :		
2					1 of 1			
Strand : God, Hi	is Creation and At	tributes		Sub-st	rand : (God the	e Creator	
			l					
Indicator (code)			B2.1.2					
Content standa			B2.1.2					
Performance In	dicator					- \ .	on the names of some of the	
					God cre	_		
· -	•			cation a	and Coll	aborat	ion Personal Development	
and Leadership	Critical Thinking a	and Problem Solv	/ing.					
Keywords				0				
T. L .R. (s)			Pictures					
Ref:		RME curriculur	m Page					
		Y						
DAY	Phase 1:		Phase	2: Mair)		Phase 3:	
	Starter	12.	(new learning including		ng	Plenary / Reflections		
	(preparing the	brain	assessment)					
	for learning)							
Friday, 60	Hot Seat		Engage	e learne	ers with		What new things have you	
minutes			picture	es, char	ts, vide	0	learned today?	
	Split the class in	nto 2 teams, or	clips and songs showing			ing		
	more if you hav	e a large class.	some of the things God			od	Learning progress voting:	
	Elect one perso		created: humankind,			Ask learners to show by		
	team to sit in th		anima	ls, trees	, rivers,	, the	their fingers of 5 or 3 or 1 as	
	facing the class		sea an	d mour	ntains		to those 'who really got it',	
board behind them.							'got some of it' or didn't get	
	Write a word on the board. One of the team members of			entiated	l learnir	ng	it' respectively.	
the student in the hot seat			Ask str	ronger l	earners	to	Independent Activity/	
	must help the s		answe	r some	questio	ns	Homework:	
	the word by de	=	first ar	nd then	let lear	ners		
	They have a lim	_	who are struggling					

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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

Assessment: let learners mention the names of some of the things God created.

etted by	/ :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending:	4th February, 2022				Class siz	e:	
Day:				Date:			
Friday, 60 minu	tes			4th February, 2022			
Period :				Lesson:			
2			1 of 1				
2			1 of 1				
2				1 of 1			
2				1 of 1			
2				1 of 1	. \		
Strand: MOTO	R SKILLS AND MOVEMENT	-	Sub-stra	nd : LOCO	MOTOR	SKILLS	
PATTERNS					CO.		
Indicator (code)	B1 .1.1.1	3	12			
Content standa	rd (code)	B1 .1.1.1					
Performance In	dicator	L	earners ca	an Walkin	g with the	e arms or hands stretched by	
		S	ides				
Core Competer	ncies: Creativity and Innov	ation Com	municatio	n and Co	llaboratio	n Personal Development and	
Leadership Criti	cal Thinking and Problem	Solving.					
Varnonda							
Keywords		X)					
T. L .R. (s)		cones					
Ref:	PE curricul						
Nei.	FECUITICAL	uiii rage					
DAY	Phase 1:	Phase 2:	: Main			Phase 3:	
	Starter	(new lea	rning inclu	luding assessment) Plenary / Reflections			
	(preparing the brain						
	for learning)						
Friday, 60	Learners jog round a	Learners	jog withir	n demarca	ated area	What new things have you	
minutes	demarcated area in	with the	ir hands st	retched s	ideways	learned today?	
files while singing and to imitate a flying			e a flying	bird to wa	rm their		
clapping to warm-up body up. Demo			. Demonst	emonstrate to learners Learning progress voting			
the body for maximal how			valk with a	arms stret	ched	Ask learners to show by	
	performance and to	sideways	s from one	point to	the	their fingers of 5 or 3 or 1	
	prevent injuries	other. G	uide learn	ers to wal	k with	as to those 'who really got it', 'got some of it' or	
		their har	nds stretch	ned sidew	ays as	didn't get it' respectively.	
		<u> </u>				didii i get it Tespectively.	

	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 :

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 4	th February, 202	2				Class	size:
Day:					Date	:	
					_		
Period:					Lesso		â
2					1 of 2		
2					1 of 1	- \	
2					1 of 2		
Strand:		1			strand		10 1 0
Oral Language (L	istening and Spea	iking)					id Role Play
			54.4		ersatio		
Indicator (code)	.,			5.1.1.		B1.1.6	
Content standar		4	B1.1.	.5.1		B1.1.6	
Performance Inc	licator		Y~	•		earner	s should role play a character in a
				stor	-		
				•			s should recognise the various
		111				-	eople to greet.
-	ci es: Creativity and Pi al Thinking and Pi		munic	cation	and Co	ollabo	ration Personal Development and
Leadership Chile	ai iiiiiikiiig aliu Fi	oblem solving.					
Keywords	di						
•							
T. L .R. (s)			Man	ila card	ds, ma	rkers,	recorded audios visual
Ref:		Ghanaian Langu	age o	curricu	lum		
			_				
DAY	Phase 1:		Phas	e 2: M	ain		Phase 3:
	Starter		(new	learni	ing		Plenary / Reflections
	(preparing the b	rain	inclu	ding			
	for learning)		asses	ssment	t)		
	Cover Up		• Ask	c a lear	ner to	tell	What new things have you
			a sto	ry.			learned today?
	Learners in conv	enient groups.					
							Learning progress voting:
	1. Write a word	on the board.					Ask learners to show by their

- 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.
- **DEBRIEFING:**

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Let learners discuss issues in the story told.
- Direct learners to role play the story.

Assessment: let learners role play a character in a story 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:

Onset and Rime Game

Learners in convenient groups.

- 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 sounds to read the word and writes the word on the board.

- 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.

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:

That particular onset is put aside. Example S ink Sink
The team that is able to read and write more words becomes the winner.

DEBRIEFING:

next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to win

Share lesson indicator and treat key words with learner .

• Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc.

Assessment: let learners mention various categories of people to greet.

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:

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 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?

- 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.

Assessment: let learners mention

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 .		

/etted by :	Signature:	Date :
	CONTENT	

SEMESTER ONE BASIC ONE WEEK 4

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WEEK FOUR: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 11th February, 2022			Class si	ze:	
Day:		Date	:		
Monday, 60 minutes		7th	February	, 2022	
Tuesday, 60 minutes		8th	February	, 2022	
Wednesday, 60 minutes		9th	February	, 2022	
Thursday, 60 minutes		10th	Februar	y, 2022	
Friday, 60 minutes		11th	Februar	y, 2022	
Period :		Lesso	on :		
2		1 of :	1		
2		1 of :	1		
2		1 of :	1		
2		1 of	1		
2		1 of :	1		
Strand :	Sub-	strand	l:		
A. Oral Language		A. Sto	ry Telling		
B. Reading	E	3. Pho	nics		
C. Writing		C. Pen	manship		
D. Using Writing Conventions	1	D. Usir	ng Action	Words	
E. Extensive Reading		. Buil	lding the	Love and Cultu	re of Reading
Indicator (code)	B1.1.3.1.1	. B1.	2.2.1.1	B1.4.2.1.1.	B1.5.4.1.1.
	B1.6.1.1.1				
Content standard (code)	B1.1.3.1	B1.	2.2.1.	B1.4.2.1.	B1.5.4.1
	B1.6.1.1.				
Performance Indicator	A.	Learne	ers can li	sten to stories a	and be able to
			•	ters with their r	
	В.			dentify the alph	
	C.			copy letters of t	he alphabet
	D.	clearly		se the present	tense of verhs
	J.			oitual actions	cerise of verbs
	E.			ead a variety of	age –
		appro	priate bo	oks and texts fr	om print
Core Competencies: Creativity and Innovation Cor		and C	ollaborat	tion Personal De	evelopment
and Leadership Critical Thinking and Problem Solvi	ing.				
Keywords					
	1				

T. L .R. (s)	02+3330331	Word cards, sentence cards, letter cards, handwriting on					
		a manila card and a class library.					
Ref:	English Langu	uage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including	Plenary / Reflections				
	(preparing the brain	assessment)	·				
	for learning)						
Monday, 60	Learners watch/listen to a s	A. ORAL LANGAUGE	What new things have				
minutes	story /folktale. (Intersperse the	Mount appropriate story	you learned today?				
	story with songs and gestures)	pictures.					
		Guide learners to tell the	Learning progress				
	DEBRIEFING:	story logically, using the	voting: Ask				
	Who were the characters in the	pictures at each stage.	learners to show by				
	story?	Pause and show pictures for	their fingers of 5 or 3 or 1 as to those 'who				
	Which part of the story do you like?	learners to ask questions or	really got it', 'got				
	What lessons did you learn	answer questions to predict the	some of it' or didn't				
	from the story?	next stage.	get it' respectively.				
	How will you apply the good	Let learners retell the story in					
	moral lesson in your life ?	a chain, using the pictures, if	Independent				
		necessary.	Activity/ Homework:				
		Tell learners your personal					
	Share lesson indicator and treat	response and guide them to do					
	key words with learner .	same. e.g.					
		i. Why do you like the story?					
		ii. I like the story because					
		iii. Which part do you like best?					
	<i>—</i>	iv. I like where					
	•						
		Assessment: let learners listen					
		to stories and be able to					
		identify characters with their					
		roles					
Tuesday, 60	Engage learners to recite/sing	B.READING	What new things have				
minutes	the alphabet rhyme/song	 Introduce the lesson with alphabet songs paying 	you learned today?				
		attention to the letters as they	Learning progress				
	DEBRIEFING	sing.	voting: Ask				
	1.What did you enjoy about the	Show an alphabet chart and	learners to show by				
	song?	have learners identify the	their fingers of 5 or 3				
	2.What was the song about?	letters of the alphabet (aA- zZ).	or 1 as to those 'who				

Assessment: let learners identify the alphabet in order	
Wednesday, 60 minutes C. WRITING	ay? Ask w by or 3 who ot dn't ely.

WHATSAPP UNLY			
Thursday, 60	Word Jumble Race	D.WRITING CONVENTIONS	What new things have
minutes		AND GRAMMAR USAGE	you learned today?
	Write out a number of	Introduce the activity and tell	
	sentences, using different	learners two things you do	Learning progress
	colors for each sentence. have	daily.	voting: Ask
	3-5 sentences for each team.	Put learners in groups to talk	learners to show by
	Cut up the sentences so you	about the things they do	their fingers of 5 or 3
	have a handful of words.	everyday: e. g. I wash my face	or 1 as to those 'who
	Put each sentence into a bowl	every morning.	really got it', 'got
	keeping each separate.	Write the two things you do	some of it' or didn't
	Split your class into teams 3.	in two simple sentences and	get it' respectively.
	Teams must now put their	read it out to learners.	
	sentences in the correct order.	Have each learner write two	Independent
	DEDDIEFING	of the habitual things they do.	Activity/ Homework:
	DEBRIEFING:	You may assist them with	
	What did you like about the	spelling.	
	game?	Invite each of them to	
	What did you dislike about the	present their work to the class	
	game?	for the class to react to the	
	What must your team do to win next time?	presentations.	
	win next time?		
		Assessment: let learners use	
	Share lesson indicator and treat	the present tense of verbs to	
	key words with learner .	describe habitual actions	
	key words with learner.	describe flabitual actions	
Friday, 60	Cover Up	E.EXTENSIVE READING	What new things have
minutes		• Using book tease or book talk,	you learned today?
	Learners in convenient groups.	introduce the reading/library	
		time.	Learning progress
	1. Write a word on the board.	Have a variety of age	voting: Ask
	2. Cover all the letters except	appropriate books for learners	learners to show by
	the first one, beginning from	to make a choice from.	their fingers of 5 or 3
	the left to the right, and ask	Introduce picture or wordless	or 1 as to those 'who
	pupils to make the sound of the	books, pop-up and flip-the-	really got it', 'got
	letter which is not covered.	page texts to learners.	some of it' or didn't
			get it' respectively.
	3. Do this until the sounds of all	Encourage them to read	
	the individual letters have been	individually and in pairs, and	Independent
	made by pupils.	provide support and	Activity/ Homework:
	4. Run your finger under the	encouragement.	
	word for pupils to blend the		
	sounds to read		

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

Week Ending: 12	1th February, 2	022			Class	size:	
Day:				Date	Date :		
Monday, 60 minutes				7th F	7th February, 2022		
Tuesday, 60 min	utes			8th F	ebruary	y, 2022	
Wednesday, 60	minutes			9th F	ebruary	y, 2022	
Thursday, 60 mii	nutes			10th	Februa	ry, 2022	
Friday, 60 minut	es			11th	Februa	ry, 2022	
Period :				Lesso	n :		
2				1 of 5	5		
2				2 of 5	5		
2				3 of 5	5 (
2				4 of 5			
2				5 of 5			
Strand: NUMBE	R			Sub-strand:	Numbe	r Operations (Addition,	
					Multipl	ication and Division)	
Indicator (code)			B1.1.2	.1.1			
Content standar	d (code)		B1.1.2	.1.			
Performance Inc	dicator		Learn	ers can demo	n demonstrate understanding of addition as		
			joinin	joining and finding how many altogether and subtraction as			
			separa	ating and findi	nd finding how many left; numbers 0 to 20		
-	•			unication and	Collabo	ration Personal Development	
and Leadership (Critical Thinking	and Problem S	solving.				
Keywords			loin a	iltogether, add	d additi	on total	
Reywords			JOIII, 6	iitogetiiei, aut	a, additi	on, total.	
T. L .R. (s)			Bottle	cans, straws.	nlastic l	pottles, seeds.	
Ref:		Mathematics		<u> </u>			
		.viae.remae.es	carrica				
DAY	Phase 1:		Phase	2: Main		Phase 3:	
						Plenary / Reflections	
		assessment)		,,			
for learning)			•				
Monday, 60 Learners form convenient Acti			Actin	g out a given :	story	What new things have you	
			problem presented orally. learned today?		_ ,		
	Give each gro	up a designed		stance,	•		
playing cards			•		Learning progress voting:		
						Ask learners to show by their	

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

DEBRIEFING

How was the game?
 What makes it so?
 How were you able to get the sum of the numbers you picked?
 How will you be able to add six oranges and two

Share lesson indicator and treat key words with learner.

oranges together?

- 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?
- Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer

Differentiated Lessons
Low Ability Learners
Learners act out story
problems in groups
of three, with 6 straw.
Learner i gives some
straws to Learner 2 and
some to Learner 3.
They put the straws
together and find the
total.

• 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

fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

WITATSALL ONLI	T	Γ	
Tuesday, 60 minutes	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 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? Share lesson indicator and treat key words with learner.	Assessment: have learners to practice with more examples 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? • Indicating if the scenario in a story problem represents an addition or a subtraction and justifying the answer Differentiated Lessons Low Ability Learners • Give them 10 straws. They pose word problems themselves and solve them. Have them work in pairs. 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.	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:

Thursday, 60 minutes	Learners form convenient groups.	Creating a story problem for subtraction or addition	What new things have you learned today?
Thursday, 60	add six oranges and two oranges together? Share lesson indicator and treat key words with learner.	subtraction and check the answer. Assessment: have learners to practice with more examples	
	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	High Ability Learners • Give them 20 bottle caps. They make up their own subtraction sentences, and use the bottle caps to demonstrate 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	Low Ability Learners • Give them 10 straws. They pose word problems themselves and solve them. Have them work in pairs.	
	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	electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel's family use? Differentiated Lessons	'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Wednesday, 60 minutes	Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time)	for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel's family have 6	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
Wadaaadaa	0245350591	Assessment: have learners to practice with more examples	NA/L-sk-rass-klain-ras-la-

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

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?

Differentiated Lessons

• Give them 10 straws.

problems themselves and

Have them work in pairs.

Low Ability Learners

They pose word

solve them.

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:

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

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.

Assessment: have learners to practice with more examples

Friday, 60 minutes

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

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

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.

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

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?

Share lesson indicator and treat key words with learner.

are not working. How many bulbs can Daniel's family use?

Differentiated Lessons Low Ability Learners

• Give them 10 straws.
They pose word
problems themselves and
solve them.
Have them work in pairs.

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.

Assessment: have learners to practice with more examples

Vetted by :	Signature:	Date:

SUBJECT: SCIENCE CLASS: ONE

Week Ending:	11th February, 2022			Class	size:	
Day:				Date :		
Monday, 60 minutes				7th February, 2022		
Thursday, 60 n	ninutes			10th Febru	ary, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : DIVER	SITY OF MATTER		Sub-s	trand : Learn	ers can know the basic needs	
			of livii	ng things (fo	od, water and air	
Indicator (code	e)	B1.1.1	2.2	\mathcal{C}^{X}		
Content stand	ard (code)	B1.1.1	2.	5		
Performance I	ndicator	Learn	ers car	n know the	basic needs of living things	
		<u> </u>		and air		
	ncies: Creativity and Innovation Comr		ion an	d Collaborati	on Personal Development	
and Leadership	o Critical Thinking and Problem Solving	g.)-			
Keywords		air, breathe, water.				
T. L .R. (s)		Pictures showing a girl eating, lion eating meat, goat				
1. 2 .11. (3)					rater, different food items	
Ref:	Science curriculu			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
DAY	Phase 1:	Phase	2: Mai	n	Phase 3:	
	Starter	(new learning including assessment) Plenary / Reflections			Plenary / Reflections	
	(preparing the brain					
	for learning)					
Thursday	Hot Seat			examples	What new things have you	
	Split the class into 2 teams or		ng thin		learned today?	
Split the class into 2 teams, or more if you have a large class.		example things that		Learning progress voting:		
Elect one person from each team		Ack learners to show		Ask learners to show by		
to sit in the Hot Seat, facing the classroom with the board behind them.		-		young	their fingers of 5 or 3 or 1 as	
		ones).		iro to	to those 'who really got it',	
			k in pa		'got some of it' or didn't get	
	Write a word on the board. One		•	pasic needs	it' respectively.	
	of the team members of the		_	gs (e.g.		
	student in the hot seat must help			air, shelter,		
		appro	hriate.	warmth).		

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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner.

 Elaborate on learners' ideas to guide them to brainstorm the importance of basic needs of the living things.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Independent Activity/ Homework:

Assessment: let learners mention the basic needs of living things

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

• Give some examples of living things (for example things that eat/drink, move, grow and produce young ones).

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',

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- 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.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

- 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

Assessment: let learners mention the basic needs of living things

'got some of it' or didn't get it' respectively.

etted by	y :	Signature:	Date:

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week: 11th Febru	ary, 2022					Class	size:
Day:	Day:				Date:		
Tuesday, 60 minutes Ending				8th Fe	bruary	, 2022	
Thursday, 60 minu	tes				10th F	ebruar	ту, 2022
Period :					Lessor	n :	
2					1 of 2		
2					2 of 2		
Strand: ALL ABOU	T US			Sub-st	rand : N	∕ly Fam	ily and the Community
Indicator (code)			B1.1.3.	1.1.		- //	
Content standard	(code)		B1.1.3.	1.	C		
Performance Indic	ator		Learne	rs can	identify	persor	ns closely related us and the
			need to	o relate	e well w	ith oth	ers
				ion and	Collab	oration	Personal Development
and Leadership Cri	tical Thinking and	Problem Solvin	g.)-			
Keywords		7	roles, shelter Security, Chores, Errands				
T. L .R. (s)			pictures, chart, pencils, computer, projector				
Ref:		Our World Our	People	curric	ulum P	age	
DAY	Phase 1:		Phase	2: Mair)		Phase 3:
	Starter	71	(new learning including assessment)		ng	Plenary / Reflections	
	(preparing the b	rain					
	for learning)						
Tuesday, 60	Hot Seat				What new things have		
minutes			names	of thos	se who a	are	you learned today?
	Split the class in		closely related to them,				
	more if you hav		e.g. parents, brothers,		5,	Learning progress voting:	
	Elect one person from each		sisters,	friend	s and		Ask learners to show by their fingers of 5 or 3 or 1
team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board.		teache				as to those 'who really	
			_	oups, ta		got it', 'got some of it' or	
				ortance	e of	didn't get it' respectively.	
	One of the team	n members of	inter-p			_	- · · ·
the student		he hot seat	relationships and the need		need	Independent Activity/	
	must help the st	_	1			Homework:	
	the word by des	scribing 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

irrespective of where the person comes from.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- 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

Assessment: Let learners identify persons closely related us and the need to relate well with others

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.

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

Learners role play healthy relationship with family and friends.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

 Pair up stronger and weaker learners so 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.

	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.	stronger learners can help weaker ones. • Use the remedial activities as practice for learners who struggle, and the	
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	extension activities for those learners who need more of a challenge Assessment: Let learners	
	Share lesson indicator and treat key words with learner .	role play healthy relationship with family and friends.	
Vetted by :		Signature:	Date :
vected by	AR,	31511ucui e	Dute :

Vetted by	/ :	 Signature:	Date:

SUBJECT: HISTORY CLASS: ONE

Week Ending: 1	Class size:					
Day:				Date :		
Tuesday, 60 min	nutes		8th February, 2022			22
Thursday, 60 mi			10th F	ebruary, 2	022	
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand : History	as a Subject		Sub-s	trand : \	Vhy and H	low We Study History
Indicator (code)		B1.1.1		(
Content standa	<u> </u>	B1.1.1		<u></u>		
Performance In	dicator					sources of historical
						t past human activities
	cies: Creativity and Innovation Com		on an	d Collab	oration Pe	rsonal Development
and Leadership	Critical Thinking and Problem Solvin	ıg.)-			
Keywords						
,						
T. L .R. (s)		Picture	es			
Ref:	History curricul	um Page	5			
DAY	Phase 1:	Phase 2: Main Phase 3:			se 3:	
	Starter	(new le	(new learning including			nary / Reflections
	(preparing the brain	assessment)				
	for learning)					
Tuesday, 60	Hot Seat	1. Sing songs or recite		te Wha	at new things have you	
minutes		rhymes related to learned today?			ned today?	
Split the class into 2 teams, or		celebrations such as				
more if you have a large class.		birthdays, festivals and			rning progress voting:	
Elect one person from each team		weddings as part of				learners to show by
to sit in the Hot Seat, facing the						r fingers of 5 or 3 or 1 as
classroom with the board behind					hose 'who really got it',	
	them. Write a word on the board. One	birthda			6	some of it' or didn't get espectively.
	of the team members of the			l festival		ευρευινειγ.
	student in the hot seat must help		_			dependent Activity/
	the student guess the word by					nework:
	5					

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

- 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

Assessment: let learners sketch a scene depicting a birthday, funeral, wedding and festival celebration

What new things have you learned today?

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.

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.

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

Differentiated learning Ask stronger learners to answer some questions 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		
	Continue until each team	first and then let	
	member has described a word to	learners who are	
	the student in the Hot Seat.	struggling	
		answer similar	
	DEBRIEFING :	questions.	
	What did you like about the	 Pair up stronger and 	
	game?	weaker learners so that	
	What did you dislike about the	stronger learners can	
	game?	help weaker ones.	
	What must your team do to win	 Use the remedial 	
	next time?	activities as practice for learners	
		who struggle, and the	
	Share lesson indicator and treat	extension activities for	
	key words with learner .	those learners who	
	,,	need more of a	
		challenge	
		Assessment: let learners	
		sketch a scene depicting	
		a birthday, funeral,	
		wedding and festival	
		celebration	
Vetted by :		Signature:	Date :
vetted by	ARAN	orginature	Date:

Vetted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 1	1th February, 2022			Cla	ss size:	
Day:				Date:		
Monday, 60 minutes				7th February, 2022		
Wednesday, 60	Wednesday, 60 minutes				uary, 2022	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand: PERFOR	MING ARTS	S	ub-st	rand : Pla	nning, Making and Composing	
Indicator (code)		B1 2.2.2	2.1			
Content standar	rd (code)	B1 2.2.2	2.			
Performance Inc	dicator				own experiences of performing	
					uced or performed in the local	
					creating own artworks that will	
		the loca			culture or way of life of people in	
Core Competen	cies: Creativity and Innovation C				boration Personal Development	
_	Critical Thinking and Problem So					
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Arts o	curriculum	n			
DAY	Phase 1:	Phase 2	: Mai	n	Phase 3:	
	Starter	(new lea	arnin	g including	Plenary / Reflections	
	(preparing the brain	assessm	ent)			
	for learning)					
Monday, 60	Hot Seat	Learners	s are	to	What new things have you	
minutes		2 refres	h the	ir memory	y learned today?	
	Split the class into 2 teams,	on musi	c, da	nce and		
class. prod			hat a	re	Learning progress voting:	
			ed or	found in	Ask learners to show by their	
	Elect one person from each	the loca	l con	nmunity;	fingers of 5 or 3 or 1 as to those	
	team to sit in the Hot Seat,	2 recall	all kii	nds of	'who really got it', 'got some of	
	facing the classroom with the board behind them.	music, d	dance	, drama	it' or didn't get it' respectively.	
	Dogra Denina 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

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.

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 Independent Activity/ Homework:

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 of the student in the hot seat

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.

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

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.

	Continue until each team member has described a word to the student in the Hot Seat. DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and	culture or way of life of the people. 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	
	treat key words with learner		
etted by :		Signature:	 Date :

Vetted by :	Signature:	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending:	11th February, 2022					Class	size:
Day:					Date	Date :	
Friday, 60 minutes				11th February, 2022			ary, 2022
Period :					Lesso	n :	
2					1 of 1	L	
Strand : God, His Creation and Attributes				Sub-	strand	: God	the Creator
Indicator (code	e)		B1. 1	.1.1.2	:		
Content standa	ard (code)		B1. 1	.1.1.			
Performance II	ndicator				an me		the names of some of the
Core Competencies: Creativity and Innovation Common and Leadership Critical Thinking and Problem Solving. Keywords			inicatio	on and	a Colla	poration	on Personal Development
T. L .R. (s)		6	RME curriculum Page				
Ref:		Pictures					
DAY	Phase 1: Starter (preparing the brafor learning)	ain	(new	e 2: M learn ding smen	ing		Phase 3: Plenary / Reflections
Friday, 60 minutes	Split the class into more if you have Elect one person to sit in the Hot S classroom with them. Write a word on to fine the team mem student in the hot the student guess describing it. The	a large class. from each team eat, facing the ne board behind the board. One bers of the t seat must help t the word by	colou some God o Diffe learn Ask s	or and of the create rentia ing trong swer:	ted er lear	l I ggs	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:

WHATSAPP ONLY 0245350591 amount of time and cannot say, first and then let spell or draw the word. learners who are Continue until each team member struggling has described a word to the answer similar student in the Hot Seat. questions. • Pair up stronger **DEBRIEFING:** and weaker learners What did you like about the so that game? stronger learners can What did you dislike about the help weaker ones. game? • Use the remedial What must your team do to win activities as practice next time? for learners who struggle, and Share lesson indicator and treat the extension key words with learner. activities for those learners who need more of a challenge Assessment: let learners draw, colour and model some of the things God

Vetted by	/ :	Signature:	Date :
,			

created.

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 11th February, 2022				Class size:			
Day:				Date :			
Friday, 60 m	inutes			11th February, 2022			
Period :				Lesson:			
2				1 of 1			
Strand: MO	TOR SKILLS A	ND MOVEMENT	Sub-stran	d: MANIPULATIVE SKILL	S		
PATTERNS							
Indicator (co	ode)	B1.1.2.1.1					
Content star	ndard (code)	B1.1.2.1.					
Performance	e Indicator	Learners can roll	a ball from	stationary position using ha	nds		
I =		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and		
T. L .R. (s)		Cones balls					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections		
Friday, 60	Learners	After taking learn	ners through	n the general and specific	What new things have		
minutes	jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal	from stationary p front, bending the behind the ball. R from one point to to running. Guide in groups. Observe them pro	oosition using trunk forward the ball of another (for learners to actice at the	earners how to roll a ball of hands by placing a ball in ward and placing the palm forward whiles moving rom walking to jogging and practice individually and eir own pace and give ect skill mastery. Learners	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.		

the fast learners.	Homework:
Signature:	Date :
	Organise mini games for learners for fun and enjoyment to prevent boredom. Take learners through cool down activities to end the lesson.

Vetted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 11th February, 2022				Class size:		
Day:					Date :	
Period :					Lesson:	
2					1 of 1	
2				1 of 1		
2					1 of 1	
Strand: Reading			Sub-strand: Pre-Reading Activities			
Indicator (code)			B1.2.1	.1.1.	B1.1.1.1.2	B1.1.1.3
Content standar	rd (code)		B1.2.1	.1.	B1.1.1.1.	B1.1.1.1.
=			in the items	and the Learne home an Learne	school ers should re nd school. ers should de	ey the names of items in the cognise and discuss the items emonstrate the uses of the on Personal Development and
T. L .R. (s)			Manila cards, markers, recorded audios visual			
Ref: Ghanaian Langu						
DAY	Phase 1:		Phase	2: Main		Phase 3:
Starter		(new l	earning	including	Plenary / Reflections	
(preparing the brain		assess	ment)			
for learning)						
	Cover Up		• Show	v some (concrete	What new things have you
		items	to learn	ers and ask	learned today?	
Learners in convenient groups.		learne	rs to me	ntion the		
		names	5.			

- 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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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.

Assessment: let learners say the names of items in the home and the school

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:

Onset and Rime Game

Learners in convenient groups.

- 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

- 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".

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.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

• 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.

Assessment: let learners mention the items in the home and school.

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:

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 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.

DEBRIEFING: What did you like about the game?

- 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.

Assessment: let learners mention names of items in the home and school and what each of the items are used for.

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

Vetted by :	Signature:	Date :
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WEEK FIVE: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 18th February, 2022	Class size:			
Day:	Date :			
Monday, 60 minutes	14th February, 2022			
Tuesday, 60 minutes	15th February, 2022			
Wednesday, 60 minutes	16th February, 2022			
Thursday, 60 minutes	17th February, 2022			
Friday, 60 minutes	18th February, 2022			
Period :	Lesson:			
2	1 of 1			
2	1 of 1			
2	1 of 1			
2	1 of 1			
2	1 of 1			
Strand :	Sub-strand :			
A. Oral Language	A. Story Telling			
B. Reading	B. Phonics			
C. Writing	C. Writing Letters – Small and Capital			
D. Using Writing Conventions	D. Using Action Words			
E. Extensive Reading	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			
indicator (code)	B1.5.4.1.1 B1.6.1.1.1			
Content standard (code)	B1.1.3.1. B1.2.2.1. B1.4.3.1. B1.5.4.1.			
Content standard (code)	B1.1.3.1. B1.2.2.1. B1.4.3.1. B1.3.4.1. B1.5.4.1.			
Performance Indicator	A. Learners can listen to stories and be able to			
Terrormance material	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 Develop				

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

Keywords	LY 0245350591					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on				
			a manila card and a class library.			
Ref: English Langu			uage curriculum Page			
DAY Monday, 60 minutes	Phase 1: Starter (preparing the brain for learning) Learners watch/listen to a s story /folktale. (Intersperse the		Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE • Mount appropriate story	Phase 3: Plenary / Reflections What new things have you learned today?		
	-		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 Assessment: let 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. Independent Activity/ Homework:		
			listen to stories and be able to identify characters with their roles			
Tuesday, 60 minutes	divide your students		B.READINGHave learners play alphabet games to practice recognition of letter names	What new things have you learned today?		

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, and so on. The first group to get to Z wins!

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

at random. e.g. Lucky Dip game, Treasure Hunt.

- 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.

Assessment: let learners recognise and produce letter names and sounds randomly

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:

Wednesday, 60 minutes

Alphabet Relay

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.

C. WRITING

- 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

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.

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!

DEBRIEFING:

next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to win

Share lesson indicator and treat key words with learner .

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.

Assessment: let learners match lower and upper case letters

Independent Activity/ Homework:

Thursday, 60 minutes

Word Jumble Race

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

D.WRITING CONVENTIONS AND GRAMMAR USAGE

- 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.

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.

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Friday, 60 minutes	Share lesson indicator and treat key words with learner. Cover Up Learners in convenient groups.	Assessment: let learners use the present tense of verbs to describe habitual actions E.EXTENSIVE READING Using book tease or book talk, introduce the reading/	What new things have you learned today?
	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. Assessment What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	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. Assessment: let learners read a variety of age — appropriate books and texts from print	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:

Vetted by :	Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: ONE

Week Ending: 18th February, 2022						Class size:	
Day:				Da	Date :		
Monday, 60 min	nutes			14	14th February, 2022		
Tuesday, 60 min	utes			15	5th	February, 2022	
Wednesday, 60 r	minutes			16	5th	February, 2022	
Thursday, 60 mir	nutes			17	7th	February, 2022	
Friday, 60 minut	es			18	3th	February, 2022	
Period :				Le	esso	on:	
2				10	of 5		
2				2 (of 5		
2				3 (of 5		
2				4 (of 5		
2				5 (of 5		
Strand: NUMBE	R			Sub-stra	and	: Number Operations (Addition,	
					tion	, Multiplication and Division)	
Indicator (code)			B1.1.	2.2.1			
Content standar	d (code)		B1.1.	2.2.			
Performance Inc	licator		Learn	ners can u	s can use objects and pictorial models to solve word		
			problems involving joining, separating and comparing sets				
		(X)	within 20 and unknowns as any one of SEMESTERs in				
			problems such as 9 +7 = [], 13 +[] =19 and 14-[]=3.				
					n an	nd Collaboration Personal Development	
and Leadership (Critical Thinking	and Problem S	Solving	•			
Keywords			Compare, same as, equal to, not equal to				
Reywords			compare, same as, equal to, not equal to				
T. L .R. (s)			Rottle	e caps, straws, plastic bottles			
Ref:		Mathematics	l .				
Ker.		wathematics	carrice	ululli i ug	BC.		
DAY	Phase 1:		Phase	e 2: Main		Phase 3:	
				learning		Plenary / Reflections	
	(preparing the brain including		•		,, , , , , , , , , , , , , , , , , , , ,		
	for learning) assessmen		sment)				
Monday, 60	Learners form	convenient	Use a symb		(What new things have you learned	
minutes	groups.			epresent	· —		
	Give each gro	ир а		own in an	1		
	designed play	ing cards	additi	ion or			

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

subtraction statement.

Differentiated Lessons

Low Ability Learners • 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?

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:

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?

Share lesson indicator and

Learners form convenient

High Ability Learners • 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

Assessment: have learners to practice with more examples

solve

it.

treat key words with learner.

Tuesday, 60 minutes

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

Use a symbol () to represent the unknown in an addition or subtraction statement.

Differentiated Lessons Low Ability Learners • Give this word

sentence to them to solve:

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:

learner put the cards back Edem has 6 balls, his and the cards are shuffled. uncle gives him 3 The learner with the more. How many highest number of cards at balls does Edem have now? the end wins the game DEBRIEFING High Ability Learners 1. How was the game? Give them this word What makes it so? problem to solve: Esi 2. How were you able to had 16 toffees. Amina get the sum of the gave her 4 more. numbers you picked? How many toffees 3. How will you be able to does Esi have now. add six oranges and two They write an oranges together? addition sentence and solve Share lesson indicator and Assessment: have treat key words with learner. learners to practice with more examples Wednesday, Learners form convenient Use a symbol (What new things have you learned to represent the today? groups. 60 minutes Give each group a unknown in an designed playing cards addition or Learning progress voting: Learners plays in turns subtraction Ask learners to show by their (one at a time) statement. fingers of 5 or 3 or 1 as to those Learner picks up two cards 'who really got it', 'got some of it' at a time and then add the Differentiated or didn't get it' respectively. numbers on the cards Lessons together to give the sum. Low Ability Learners Independent Activity/ Homework: Give this word If the learner gets the answer right, the learner sentence to them to keeps the cards but if the solve: Edem has 6 balls, his learner gets it wrong, the learner put the cards back uncle gives him 3 and the cards are shuffled. more. How many The learner with the balls does Edem have highest number of cards at now? the end wins the game High Ability Learners **DEBRIEFING** Give them this word 1. How was the game? problem to solve: Esi What makes it so? had 16 toffees, Amina gave her 4 more.

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	2. How were you able to	How many toffees	
	get the sum of the	does Esi have now.	
	numbers you picked?	They write an	
	3. How will you be able to	addition sentence and	
	add six oranges and two	solve	
	oranges together?		
		Assessment: have	
	Share lesson indicator and	learners to practice	
	treat key words with	with more examples	
	learner.	with more examples	
	icarrier .		
Thursday, 60	Learners form convenient		What new things have you learned
• •		Llag a grandad (
minutes	groups.	Use a symbol ()	today?
	Give each group a	to represent the	1 - 3 - 3
	designed playing cards	unknown in an	Learning progress voting:
	Learners plays in turns	addition or	Ask learners to show by their
	(one at a time)	subtraction	fingers of 5 or 3 or 1 as to those
	Learner picks up two cards	statement.	'who really got it', 'got some of it'
	at a time and then add the		or didn't get it' respectively.
	numbers on the cards	Differentiated	
	together to give the sum.	Lessons	Independent Activity/ Homework:
	If the learner gets the	Low Ability Learners	
	answer right, the learner	 Give this word 	
	keeps the cards but if the	sentence to them to	
	learner gets it wrong, the	solve:	
	learner put the cards back	Edem has 6 balls, his	
	and the cards are shuffled.	uncle gives him 3	
	The learner with the	more. How many	
	highest number of cards at	balls does Edem have	
	the end wins the game	now?	
	T T T T T T T T T T T T T T T T T T T		
	DEBRIEFING	High Ability Learners	
	1. How was the game?	Give them this word	
	What makes it so?	problem to solve: Esi	
	2. How were you able to	•	
	get the sum of the	had 16 toffees, Amina	
	numbers you picked?	gave her 4 more.	
		How many toffees	
	3. How will you be able to	does Esi have now.	
	add six oranges and two	They write an	
	oranges together?	addition sentence and	
		solve	
	Share lesson indicator and		
	treat key words with		
	learner .		

		Assessment: have learners to practice with more examples	
Friday, 60 minutes	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 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? Share lesson indicator and treat key words with learner.	Use a symbol () to represent the unknown in an addition or subtraction statement. Assessment: have learners to practice with more examples	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:

Vetted by :	Signature:	Date :

SUBJECT: SCIENCE CLASS: ONE

Week Ending: 1			Class siz	Class size:		
Day:			Date :			
Monday, 60 mi	nutes			14th February, 2022		
Thursday, 60 m	inutes			17th Fe	bruary, 20)22
Period :	Period :			Lesson:		
2				1 of 2		
2				2 of 2		
Strand : DIVERS	SITY OF MATTER		Sub-stra	nd : LIVIN	G AND NO	ON-LIVING THINGS
	.	D4 4 4 2				
Indicator (code	•	B1.1.1.2.		(
Content standa		B1.1.1.2.		\.	66	1 . 1. 1. 1
Performance In	dicator			ibe the di	fferences	between living and non-
Carra Carra atau		living thi		- d Callab		and Developed
<u> </u>	scies: Creativity and Innovatic Critical Thinking and Problem		nication a	na Collab	oration Pe	ersonai Development
and Leadership	Critical militaring and Froblem	i Solvilig.	- ()-			
Keywords		living thi	ngs, Non-l	iving thin	gs, Grow,	move,
		breathe,	make bab	ies, 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				
Ref:	Scionco curri	insects				
Kei:	Science curri	cululii Pa	ge			
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lea	rning inclu	ıding		Plenary / Reflections
	(preparing the brain	assessme	ent)			
	for learning)					
Monday, 60	Hot Seat		a video or		•	What new things have
minutes		of living and non			-	you learned today?
	Split the class into 2 teams, or more if you			al trip around the		Loarning progress
	have a large class.		ommunity		e living	Learning progress voting: Ask
	Elect one person from		living thin	_		learners to show by
	each team to sit in the Hot		rs mentio			their fingers of 5 or 3
	Seat, facing the classroom	-	ific living t	_	non-	or 1 as to those 'who
	with the board behind	iving thi	ngs observ	rea.		really got it', 'got some
	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.

• Describe the differences between living and non-living things using think-pair share (focus on differences in movement, growth, feeding, reproduction).

Assessment: let learners describe the differences between living and non-living things

of it' or didn't get it' respectively.

Independent Activity/ Homework:

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Split the class into 2

Thursday, 60 **Hot Seat**

minutes

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

- 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.

Assessment: let learners describe the differences between living and non-living things

What new things have you learned today?

Learning progress Ask voting: 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:

what did you dislike about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and

treat key words with

learner.

 Vetted by :.....
 Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 18th February, 2022					Class s	ize:	
Day:				Date	Date:		
Tuesday, 60 minute	es			15th February, 2022			
Thursday, 60 minutes				17th	Februar	ry, 2022	
Period :				Lesso	n :		
2				1 of 2			
2				2 of 2			
Strand : ALL ABOU	T US		Sub-s	trand :	Home a	and School	
					. \		
Indicator (code)		B1.1.4	.1. 1.	(-//		
Content standard	(code)	B1.1.4	l.1.	C			
Performance Indic	ator	Learn	ers car	n desc	ribe an	d show direction to their	
		home	10				
Core Competencie	s: Creativity and Innovation Comm	unicati	on and	Collab	oration	Personal Development	
and Leadership Cri	tical Thinking and Problem Solving.	C)-				
Keywords		Roles, Community, Scenarios					
T. L .R. (s)		Pictures, paper, pencils, chart, computer, projector					
Ref:	Our World Our	People	curric	culum	Page		
DAY	Phase 1:	Phase	2: Mai	in	ı	Phase 3:	
	Starter	(new learning including			ding F	Plenary / Reflections	
	(preparing the brain	assessment)					
	for learning)						
Tuesday, 60	Hot Seat	Learn	ers tak	e turns	to \	What new things have you	
minutes		talk al	oout th	eir hor	ne l	earned today?	
	Split the class into 2 teams, or	e.g. my home is in a					
	more if you have a large class.	good	and be	autiful		Learning progress voting:	
	team to sit in the Hot Seat,		bourho	od.		Ask learners to show by	
			ers ske	tch the		their fingers of 5 or 3 or 1 as to those 'who really got	
			ion to t	their h	ome i	t', 'got some of it' or	
Write a word on the board.		on pa	per.			didn't get it' respectively.	
	One of the team members of						
	the student in the hot seat	Differ	entiate	d learr	ning	Independent Activity/	
	must help the student guess				ŀ	Homework:	

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: Let learners sketch the direction to their home on paper.

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.

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.

Learners talk about what they want to add to their home.
Learners draw their home

Differentiated learning
Ask stronger learners to
answer some questions
first and then let
learners who are
struggling
answer similar
questions.

• Pair up stronger and weaker learners so 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:

	Continue until each team	stronger learners can	
	member has described a word	help weaker ones.	
	to the student in the Hot Seat.	Use the remedial	
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	
		Assessment: Let	
	Share lesson indicator and treat	learners draw their	
	key words with learner .	home	
Vetted by :	Si	gnature:	Date :

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: ONE

Week Ending: 1	8th February,	, 2022				Class siz	e:	
Day:					Date :			
Tuesday, 60 mii	nutes				15th February, 2022			
Thursday, 60 m	Thursday, 60 minutes				17th Feb	oruary, 20	22	
Period :	Period :				Lesson:			
2					1 of 2			
2					2 of 2			
Strand : History	as a Subject			Sub-strar	nd : Why a	nd How \	We Study History	
Indicator (code)		B1.1.1.1.2	2				
Content standa	rd (code)		B1.1.1.1.		. (2)			
Performance In	dicator		Learners	can descrik	be how sou	urces of h	istorical evidence help us	
			find out a	bout past	human ac	tivities		
Core Competer and Leadership		•		nication a	nd Collabo	oration Pe	rsonal Development	
and Leadership	Cittical Itilitikii	ilg allu Flobiei	ili Solvilig.	- ()-				
Keywords			celebrate	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 curri	culum Pag	ge				
		NI NI						
DAY	Phase 1:		Phase 2: I	Main			Phase 3:	
	Starter	7,	(new lear	ning includ	ding assessment)		Plenary / Reflections	
	(preparing th	ne brain						
	for learning)							
Tuesday, 60	Hot Seat			Start a birthday partnership/register What new things have				
minutes			to make history alive in the you learned today?					
	Split the clas		classroom. Learners write their date					
teams, or more if you			of birth chronologically on a manila Learning progress					
			card and this should be hung in the voting: Asl					
				classroom. At the end of every learners to show by				
				sson, the c			their fingers of 5 or 3	
, , ,				ords for an	upcomin	g	or 1 as to those 'who	
	classroom w	ith the board	birthday.				really got it' , 'got	
	behind them						some of it' or didn't	
							get it' respectively.	

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

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
first and then let learners who are struggling
answer similar questions.

- 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

Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones

Independent Activity/ Homework:

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.
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.

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.

Build an album of themselves and family members, starting with earlier pictures and photographs to recent ones

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:

They have a limited Ask stronger learners to answer some amount of time and questions first and then let learners who are cannot say, spell or draw the word. struggling Continue until each team answer similar questions. • Pair up stronger and weaker member has described a learners so that word to the student in stronger learners can help weaker the Hot Seat. • Use the remedial activities as **DEBRIEFING:** practice for learners What did you like about who struggle, and the extension the game? activities for What did you dislike those learners who need more of a about the game? challenge What must your team do to win next time? Assessment: let learners build an album of themselves and family members, starting with earlier Share lesson indicator pictures and photographs to recent and treat key words with ones learner.

Vetted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 1	.8th February, 2022				Class s	ize:
Day:			Date:			
Monday, 60 mi	nutes			14th February, 2022		
Wednesday, 60 minutes				16th F	ebruary	, 2022
Period :				Lesson	:	
2				1 of 2		
2				2 of 2		
Strand: VISUAL	. ARTS		Sub-str	r and : Pl	anning,	Making and Composing
Indicator (code)	B1 1.2.	3.1			
Content standa	rd (code)	B1 1.2.	3.		9	
Performance In	dicator					vorks from imagination using
						methods to represent visual
						in the local community that
			the histo	ory and	culture o	or way of life of the people
Core Competencies: Creativity and Innovation and Leadership Critical Thinking and Problem S			Communication and Collaboration Personal Development Solving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Arts	curricul	um			
DAY	Phase 1:	Phase:	2: Main			Phase 3:
	Starter	(new learning including		3	Plenary / Reflections	
	(preparing the brain	assessment)				
	for learning)					
Monday, 60	Hot Seat	Learne	rs are to	:		What new things have you
minutes		2 caref	ully sele	ct and u	se	learned today?
	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.	metho make of such as pattern	tle tools, ds of property of the design of t	oduction al artwo g, doodl odelling	to rks ing, that	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.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

 ☑ create useful artworks that reflects the history and culture of the local community, such as stools and symbols.

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

Independent Activity/ Homework:

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 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

Learners are to:

② 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
② create useful artworks that reflects the history and culture of the local community, such as stools and symbols.

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:

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

,	Vetted by :	Signature:	Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 18th February, 2022				Class size:		
Day:				Date	:	
Friday, 60 minut	es			18th February, 2022		
Period :				Lesso	on:	
2	2			1 of 1	L	
Strand : God, His	s Creation and Attrib	utes	Sub	-strand	: God the Creator	
Indicator (code)			B1. 1.1.1.	2:		
Content standar	d (code)		B1. 1.1.1.			
Performance Inc	dicator		Learners	can Me	ntion the names of	some of the
			things Go	d create	d.	
Core Competencies: Creativity and Innovation Communand Leadership Critical Thinking and Problem Solving. Keywords		nication and	nication and Collaboration Personal Development			
T D (a)			District			
T. L .R. (s)		DME		Pictures		
Ref:		RME curriculum	Page			
DAY	Phase 1:		Phase 2: N	Main	Phase 3:	
	Starter		(new lear		Plenary / Refle	ections
	(preparing the bra	in	including assessment)			
	for learning)				,	
Friday, 60	Play the HOT SEAT	game using the	Help learr	ners to r	ole What new thir	ngs have you
minutes	key words.		play, recit			-
	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		and sing s some of the God creat	ongs ab he thing ed	Learning progr Ask learners to their fingers o as to those 'w	o show by f 5 or 3 or 1 ho really got
			learning Ask strong	ger learr	it', 'got some didn't get it' re	
	DEBRIEFING: •How did you feel during the game? •What new words did you learn?		to answer questions first and t learners v struggling	hen let vho are	Independent Homework:	Activity/

•How does it feel to win? answer similar •What will you do next time to questions. win? • Pair up stronger and weaker learners so that Share lesson indicator and treat key stronger learners can words with learner help weaker ones. • Use the remedial Share lesson indicator and treat key activities as practice words with learner. for learners who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners role play, recite rhymes and sing songs about some of the things God created

/etted by :	Signature:	Date ·

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 18th February, 2022			Class size:				
Day:					Date :		
Friday, 60 minutes				18th February, 2022			
Period :					Lesson	1:	
2	2				1 of 1		
Strand: MOTOR SKILLS AND MOVEMENT PATT			ERNS	Sub-st	rand : N	/IANIPL	JLATIVE SKILLS
Indicator (code)			B1.1.2	.1.2:			
Content standar	d (code)		B1.1.2	.1.			
Performance Inc	dicator				strike a and feet		pall upward continuously, using
Leadership Critic				inication	n and Co	ollabora	ation Personal Development and
Keywords							
T. L .R. (s)			Balls				
Ref:		PE curriculun	n Page				
DAY	Phase 1:		Phase	2: Main			Phase 3:
	Starter (preparing the brain for learning)		(new learning including assessment)		ng	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		warm learne contin hands 1. Han crossb 2. Star the ba contin back w your h	ter general and specific arm ups, demonstrate to armers how to strike a ball ontinuously with their ands and feet: Hang light balls on a cossbar Stand in front and strike e ball upwards ontinuously as it moves ack within your reach with our hands and later with our feet.		ate to e a ball ir a strike ves h with	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:

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	3. Guide learners to		
	practice as individuals and		
	in groups at their own pace.		
	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.		
	5. Organise mini football or		
	volleyball matches for		
	learners to apply the skills		
	for fun and enjoyment.		
	End the lesson with cool		
	down activities.		

		down activities.	
Vetted by :		Signature:	Date :
		"CO _{7),}	
	apply and a second seco		
	ARI		

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 18th February, 2022					Class	size:	
Day:					Date :		
Period :					Lesso	<u> </u>	
2					1 of 1	· · ·	
2					1 of 1		- /
2					1 of 1		
Strand :				Sub-st	rand:	\ -)
Reading				Print (Concept	t	
			Phonological and Phonemic Awareness				
Indicator (code)			B1.2.2.1.2 B1.2.3.1.1. B1.2.3.1.2.				
Content standa	rd (code)		B1.2.2.1.N B1.2.3.1. B1.2.3.1.				
Performance In	dicator		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				
		N		end).			
			•				cognise and create rhyming words.
Leadership Criti				unicatio	on and	Collabo	oration Personal Development and
Leadership Chi	car miliking and	a Froblem Solvi	ııg.				
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:		Ghanaian Lang	guage	curricu	lum		
	-1 -						
DAY	Phase 1:					Phase 3:	
	Starter	h.u.a.i.a	(new learning including Plenary / Reflections			Pienary / Reflections	
	(preparing the	prain	assess	ment)			
	for learning)						

Cover Up Demonstrate how What new things have you learned today? reading is done holding Learners in convenient the book appropriately for groups. Learning progress voting: learners to observe. Ask learners to show by their • Learners demonstrate 1. Write a word on the fingers of 5 or 3 or 1 as to those how reading is done board. 'who really got it', 'got some of holding the book correctly 2. Cover all the letters it' or didn't get it' respectively. except the first one, Assessment: let learners beginning from the left to Independent Activity/ move fingers across the the right, and ask pupils to Homework: books from left to right make the sound of the and top to bottom 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. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner **Onset and Rime Game** • Write the letters of the What new things have you learned today? alphabet on the board. Learners in convenient • Teach learners the Learning progress voting: groups. corresponding sounds. Ask learners to show by their fingers of 5 or 3 or 1 as to those

- 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 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

• 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.

Assessment: let learners mention individual sounds in one and two-syllable words (beginning or end).

'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Cover Up

Learners in convenient groups.

- 1. Write a word on the board.
- 2. Cover all the letters except the first one,

- 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.

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.

WIIAISAII ONI	1 0243330331		
	beginning from the left to	• Let learners write the	Independent Activity/
	the right, and ask pupils to	rhyming words on the	Homework:
	make the sound of the	board.	
	letter which is not covered.	Put learners in groups	
	3. Do this until the sounds	and do creating rhyming	
	of all the individual letters	words game among the	
	have been made by pupils.	groups.	
	4. Run your finger under the	8.0aps.	
	word for pupils to blend the	Assessment: let learners	
	sounds to read		
	5. The pupil who blend the	mention rhyming words	
	sounds to read wins the		
	game.		
	DEBRIEFING:		\mathcal{O}
	What did you like about the)
	game?		
	What did you dislike about		
	the game?		
	What must your team do to		
	win next time?		
	Chana lacana in dianta and		
	Share lesson indicator and		
	treat key words with learner	b	

Vetted	by :	 Signature:	Date :

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WEEK SIX: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE 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 1
Strand :	Sub-strand :
A. Oral Language	A. Dramatisation and Role-Play
B. Reading	B. Word Families, Rhyming Endings and
C. Writing	Common Digraphs
D. Using Writing Conventions	C. Writing Letters – Small and Capital
E. Extensive Reading	D. Using Action Words
	E. Building the Love and Culture of Reading
Indicator (code)	B1.1.5.1.1 B1.2.3.1.1. B1.4.3.1.1
	B1.5.4.1.1. B1.6.1.1.1
Content standard (code)	B1.1.5.1. B1.2.3.1 B1.4.3.1.
13.	B1.5.4.1 B1.6.1.1.
Performance Indicator	A. Learners can dramatise stories heard
	B. Learners can use common rhyming endings
	decode simple words
	C. Learners can match lower and upper case letters
	D. Learners can use the present tense of verbs
	describe habitual actions
	E. Learners can read a variety of age — appropria
	books and texts from print mmunication and Collaboration Personal Development

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 Langu		uage curriculum Page			
Monday, 60 minutes	Phase 1: Starter (preparing the brain for learning) Learners watch/liste story /folktale. (Intestory with songs and DEBRIEFING: Who were the charactery? Which part of the st like? What lessons did you the story? How will you apply to moral lesson in your Share lesson indicate key words with learn	en to a s ersperse the d gestures) acters in the cory do you au learn from the good r life ?	Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE • 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 . Assessment: let learners dramatise stories heard	Phase 3: Plenary / Reflections 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	Onset and Rime Ga Learners in convenie 1. Write onsets and words (e.g. ink wor 2. Mix the cards up them on a table or i	ent groups. rime of ds) on cards. and place	B.READING • 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.	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	

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.

DEBRIEFING

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- Have learners build on these rhyming endings.
- In groups, let learners read out their words.
- Have learners form sentences with these rhyming words.

Assessment: let learners use common rhyming endings to decode simple words

or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday, 60 minutes

Alphabet Relay

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,

C. WRITING

- 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.

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:

WHATSAPP OIN	1 02 43330331		
	and so on. The first group to get	Assessment: let learners match	
	to Z wins!	lower and upper case letters	
	DEBRIEFING :		
	What did you like about the		
	game?		
	What did you dislike about the		
	game?		
	What must your team do to win		
	next time?		
	next time:		
	Share lesson indicator and treat		
	key words with learner .		
	•		
Thursday,	Word Jumble Race	D.WRITING CONVENTIONS	What new things have
-	Word Jumble Race	AND GRAMMAR USAGE	you learned today?
60 minutes		AND GRAWINIAR USAGE	you learned today?
	Write out a number of		
	sentences, using different colors	 Introduce the activity and tell 	Learning progress
	for each sentence. have 3-5	learners two things you do	voting: Ask
	sentences for each team.	daily.	learners to show by
	Cut up the sentences so you	 Put learners in groups to talk 	their fingers of 5 or 3 or
	have a handful of words.	about the things they do	1 as to those 'who really
			•
	Put each sentence into a bowl	everyday: e. g. I wash my face	got it', 'got some of it'
	keeping each separate.	every morning.	or didn't get it'
	Split your class into teams 3.	 Write the two things you do 	respectively.
	Teams must now put their	in two simple sentences and	
	sentences in the correct order.	read it out to learners.	Independent Activity/
		Have each learner write two	Homework:
	DEBRIEFING :	of the habitual things they do.	Tiomework.
		,	
	What did you like about the	You may assist them with	
	game?	spelling. • Invite each of them	
	What did you dislike about the	to present their work to the	
	game?	class for the class to react to	
	What must your team do to win	the presentations.	
	next time?	·	
	noxe cime,	Assessment: let learners use	
		the present tense of verbs to	
	Share lesson indicator and treat	describe habitual actions	
	key words with learner .		

WHATSAPP ONLY 0245350591 Friday, 60 Cover Up **E.EXTENSIVE READING** What new things have you learned today? minutes Using book tease or book Learners in convenient groups. talk, introduce the reading/ Learning progress library time. voting: Ask 1. Write a word on the board. • Have a variety of age learners to show by 2. Cover all the letters except appropriate books for learners their fingers of 5 or 3 or the first one, beginning from to make a choice from. 1 as to those 'who really the left to the right, and ask • Introduce picture or got it', 'got some of it' pupils to make the sound of the wordless books, pop-up and or didn't get it' letter which is not covered. flip-the-page texts to learners. respectively. 3. Do this until the sounds of all • Encourage them to read the individual letters have been individually and in pairs, and Independent Activity/ provide support and made by pupils. Homework: 4. Run your finger under the encouragement. word for pupils to blend the sounds to read Assessment: let learners read 5. The pupil who blend the a variety of age – appropriate sounds to read wins the game. books and texts from print Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.

Vetted by :	Signature:	Date:

WEEK SIX: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending: 2	25th February,	2022				Class siz	re:
Day:			Date :				
Monday, 60 minutes			21st February, 2022				
Tuesday, 60 minutes			22nd February, 2022				
Wednesday, 60	minutes				23rd Fel	oruary, 2	022
Thursday, 60 m	inutes				24th Fel	oruary, 2	022
Friday, 60 minu	tes				25th Fel	oruary, 2	022
Period :					Lesson:		
2				1 of 5			
2				2 of 5			
2					3 of 5		
2					4 of 5)	
2					5 of 5		
Strand: NUMB	ER			Sub-stra	nd : Num	ber Oper	ations (Addition,
				Subtract	ion, Multi	plication	and Division)
Indicator (code)		B1.1.2.2.2				
Content standa	ırd (code)		B1.1.2.2.				
Performance In	dicator		Learners can use relationship between addition and subtraction				
			to demonstrate understanding of equality for numbers within 20				
_					and Colla	boration	Personal Development
and Leadership	Critical Ininkir	ig and Proble	m Solving	•			
Keywords							
T. L .R. (s)		Counters					
· · ·		cs curriculum Page					
				J			
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter		(new lea	rning incl	uding		Plenary / Reflections
		assessment)					
	for learning)		,				
Tuesday, 60	<u> </u>		Demon	strate an	understan	ding of	What new things have
minutes	1. Learners write				you learned today?		
numbers on a ball using a marker.		and subtraction by: transforming a					
			ion as an e	•	_	Learning progress voting:	
2. Learners bounce or			addition and vice versa (For Ask learners to show by		•		
throw the ball to other							their fingers of 5 or 3 or 1

WHATSAPP CINET			
WHATSAPP OINLY	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. DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out? Share lesson indicator and treat key words with	example, subtracting eight from 10 (10 – 8) is the same as identifying the number that must be added to 8 to make 10) 10 – 8 = What? Means 8 + What? = 10 Differentiated Lessons Low Ability Learners • Give out bottle caps to learners to solve this: 5 + _ = 9, → 9 = 5 High Ability Learners • Let learners work in pairs to pose their own addition and subtraction sentences and solve them.	as to those 'who really got it', 'got some of it' or didn't get it' respectively. Independent Activity/ Homework:
Wednesday, 60 minutes	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. DEBRIEFING	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) 10 – 8 = What? Means 8 + What? = 10 Differentiated Lessons Low Ability Learners • Give out bottle caps to learners to solve	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:

WHATSAPP ONLY 0245350591								
	1. How did you find the game?	this: 5 +_ = 9, → 9= 5						
	2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?	High Ability Learners • Let learners work in pairs to pose their own addition and subtraction sentences and solve them.						
	Share lesson indicator and treat key words with learner	Assessment: have learners to practice with more examples						
Thursday, 60 minutes	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. DEBRIEFING 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?	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) 10 − 8 = What? Means 8 + What? = 10 Differentiated Lessons Low Ability Learners • Give out bottle caps to learners to solve this: 5 + 2 = 9, → 9 − 2 = 5 High Ability Learners • Let learners work in pairs to pose their own addition and subtraction sentences and solve them. Assessment: have learners to practice with more examples	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:					

WIII/(13)/(11 GIVE)	Share lesson indicator		
	and treat key words with		
	learner		
Friday, 60		Demonstrate an understanding of	What new things have
minutes	Learners write numbers on a ball using a marker.	the relationship between addition and subtraction by: transforming a	you learned today? Learning progress voting:
	2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners	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)	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.
	bounces/throw the ball to another learner, who does same by adding the	10 - 8 = What? Means 8 + What? = 10	Independent Activity/ Homework:
	number he/she sees to	Differentiated Lessons	
	the number of the first	Low Ability Learners	
	learner.	Give out bottle caps to learners	
		to solve	
	DEBRIEFING 1. How did you find the game?	this: $5 + = 9$, $\rightarrow 9 - = 5$ High Ability Learners	
	2. How difficult/easy was it adding your number to your friends number?	 Let learners work in pairs to pose their own addition and subtraction sentences and 	
	3. What were some of the numbers you heard your friends calling out?	solve them.	
		Assessment: have learners to	
	Character and the second	practice with more examples	
	Share lesson indicator		
	and treat key words with learner		

Vetted by :	Signature:	Date:
vetted by	Jigilatule	Date

SUBJECT: SCIENCE CLASS: ONE

Week Ending	: 25th February, 2	2022				Class siz	ze:	
Day:					Date:			
Monday, 60	minutes				21st February, 2022			
Thursday, 60 minutes				24th Fe	bruary, 2	022		
Period :					Lesson:			
2					1 of 2			
2					2 of 2			
Strand : DIVE	RSITY OF MATTER	(Sub-stra	nd : MAT	ERIALS		
Indicator (co	de)		B1.1.2.1	.1				
Content stan	dard (code)		B1.1.2.1	•				
Performance	Indicator				1		a variety of everyday	
			material	s in their	immediat	:e		
				nication a	nd Collab	oration P	ersonal Development	
and Leadersh	ip Critical Thinking	g and Problem	Solving.	()-				
Keywords			Plastic I	Metal Cer	ramic Gla	ıcc		
T. L .R. (s)			Plastic, Metal, Ceramic, Glass material such as paper, clay, wood, metal, glass, leaves,					
1. L .N. (3)			fabric and straw.					
Ref:		Science curric	culum Page					
ite.		Science curre	zaram ra	P.C				
DAY	Phase 1:	N	Phase 2:	se 2: Main Phase 3:				
	Starter		(new lea	w learning including		Plenary / Reflections		
	(preparing the	e brain	assessment)					
	for learning)							
Monday	Hot Seat		• Teach	er engage	s learners	with	What new things have	
			question	ns about r	netals, wo	ood,	you learned today?	
	Split the class		plastics, soil, glass, textiles, water					
	or more if you class.	i nave a large	and stone they see around the		the	Learning progress voting: Ask		
		son from each	playgrou	ınd and o	other places		learners to show by	
	team to sit in		outside	the schoo	l; or enga	ges	their fingers of 5 or 3 or	
	facing the class						1 as to those 'who	
	the board beh		and obs	erve and	collect ma	terials	really got it', 'got some	
	Write a word		present in their environment. of it' or didn't get i			_		
	One of the tea						respectively.	
	seat must help		Differen	tiated lea	rning			
<u> </u>			I.				ı	

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners identify and name a variety of everyday materials in their immediate Independent Activity/ Homework:

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 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.

DEBRIEFING:

- 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.

Teacher should build a stock of materials into a Science corner to annul any shortages.

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.

	What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	 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 				
		Assessment: let learners identify				
		and name a variety of everyday materials in their immediate				
Vetted by : Date :						

Vetted by :	Signature:	Date :

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 25th February, 2022				Class size:			
Day:					Date :		
Tuesday, 60 mi	nutes				22nd February, 2022		
Thursday, 60 minutes				24th Fe	ebruary,	2022	
Period :					Lesson	:	
2					1 of 2		
2					2 of 2		
Strand: ALL AR	OUND US			Sub-stra	and : The	Environ	ment and the Weather
Indicator (code)		B1.2.1.1	L. 1 .			
Content standa	ırd (code)		B1.2.1.1	L.		\sim	
Performance In	ndicator		Learner	s can exp	olore the	uses of t	things in the environment
Core Competer	ncies: Creativity a	and Innovation	Commun	ication a	nd Collab	oration I	Personal Development
and Leadership	Critical Thinking	and Problem S	olving.	0			
Keywords			Posters, internet, computer, man-made, natural				
T. L .R. (s)			Pictures	s, posters	, comput	er, interi	net, films, chart, projector
Ref:		Our World Ou	r People	People curriculum Page			
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter		(new learning including				Plenary / Reflections
	(preparing the	brain	assessment)				
	for learning)						
Tuesday	Hot Seat		Engage	learners	in a natu	re walk	What new things have
			to obse	rve, ident	tify, locat	e and	you learned today?
	Split the class		talk about things in the				
	or more if you	have a large	environment and their uses e.g.		es e.g.	Learning progress	
	class.	on from each	Furniture: chairs, tables,			voting: Ask learners to show by their	
team to sit in the Hot Seat,		·	rds, Plant			fingers of 5 or 3 or 1 as	
			ers and s			to those 'who really got	
	the board beh		_	on-living	, manma	de and	it', 'got some of it' or
	Write a word o		natural				didn't get it'
	One of the tea		Differe	tiated la	arnina		respectively.
	of the student	in the hot	Differer	ntiated le	arning		

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: Let learners mention the uses of things in the environment

Independent Activity/ Homework:

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 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

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

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

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.

	word to the student in the	Ask stronger learners to answer	
	Hot Seat.	some questions	
		first and then let learners who	
	DEBRIEFING :	are struggling	
	What did you like about the	answer similar questions.	
	game?	Pair up stronger and weaker	
	What did you dislike about	learners so that	
	the game? What must your team do to	stronger learners can help	
	win next time?	weaker ones.	
	will flext time:	Use the remedial activities as	
		practice for learners	
	Share lesson indicator and	who struggle, and the extension	
	treat key words with learner	activities for	
		those learners who need more	
		of a challenge	
		Assessment: Let learners	
		mention the uses of the parts of	
		the computer	
/etted by :		Signature:	Date :

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: ONE

Week Ending: 2	5th February, 2022				Class	size:	
Day:	Day:			Date:	Date :		
Tuesday, 60 minutes				22nd February, 2022			
Thursday, 60 mi	inutes			24th F	ebrua	ry, 2022	
Period :				Lessor	ı :		
2				1 of 2			
2				2 of 2			
Strand : History	as a Subject		Sub-st	trand : \	Why ar	nd How We Study History	
Indicator (code)		B1.1.1	.1.2		CX		
Content standa	rd (code)	B1.1.1	.1.	C			
Performance In	dicator	Learne	ers can	describ	e how	sources of historical evidence	
		help u	s find o	ut abou	ıt past	human activities	
Core Competen	cies: Creativity and Innovation Com	nmunica	ition ar	nd Colla	boratio	on Personal Development	
and Leadership	Critical Thinking and Problem Solvi	ng.)-				
Keywords		celebrate, married, coffin, bury, plague, independent,					
ine year dis		honou					
T. L .R. (s)		pictures from magazines and newspapers, objects from					
(-7		the past, such as old					
		phones, old clothes, pictures of old cars					
Ref:	History curriculo	lum Page					
DAY	Phase 1:	Phase	2: Maiı	n		Phase 3:	
	Starter	(new l	earning	g includi	ng	Plenary / Reflections	
	(preparing the brain	assess	ment)				
	for learning)						
Tuesday, 60	Hot Seat	Build	an albu	ım of		What new things have you	
minutes				nd fami	•	learned today?	
	Split the class into 2 teams, or			arting w	ith		
	more if you have a large class.		pictur		_	Learning progress voting:	
	Elect one person from each	'	graphs	to recei	nt	Ask learners to show by	
	team to sit in the Hot Seat,	ones				their fingers of 5 or 3 or 1	
	facing the classroom with the	D:tt-	اعتاما	ا مدندا		as to those 'who really got	
	board behind them.			d learnii	_	it', 'got some of it' or didn't	
	Write a word on the board. One		_	learners questic		get it' respectively.	
	of the team members of the	answe	1 301116	questic	כווע		

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners build an album of themselves and family members, starting with earlier pictures and photographs to recent ones

Independent Activity/ Homework:

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.

Write a word on the board. One

Write a word on the board. On 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.

DEBRIEFING:

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
first and then let learners
who are struggling
answer similar questions.

- 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

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.

What did you like about the	those learners who need	
game?	more of a challenge	
What did you dislike about the		
game?	Assessment: let learners	
What must your team do to win	build an album of	
next time?	themselves and family	
	members, starting with	
	earlier pictures and	
Share lesson indicator and treat	photographs to recent	
key words with learner .	ones	
·		
		1

Vetted by :	Signature:	Date :

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 2	5th February, 2022			Clas	ss size:	
Day:				Date:		
Monday, 60 mir	nutes			21st Febru	ary, 2022	
Wednesday, 60 minutes				23rd Febru	ary, 2022	
Period :			Lesson:			
2				1 of 2		
2				2 of 2		
Strand: PERFOR	RMING ARTS		Sub-st	rand : Planni	ng, Making and Composing	
Indicator (code)		B1 2.2	.3.1	()		
Content standar	rd (code)	B1 2.2	.3.	. 5		
Performance Inc	dicator	Learne	ers can	create own	artworks based on performing	
		artwo	ks prod	luced or per	formed in the local community	
		that re	eflect th	e history an	d 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.				tion Personal Development		
Keywords						
T. L .R. (s)	. (2)	Picture	Pictures			
Ref:	Creative Arts c	urriculum				
		1				
DAY	Phase 1:	Phase	2: Main		Phase 3:	
	Starter	'	_	including	Plenary / Reflections	
	(preparing the brain	assess	ment)			
	for learning)					
Monday, 60	Hot Seat		ers are t		What new things have you	
minutes	Split the class into 2 teams or	-	=	form basic	learned today?	
	Split the class into 2 teams, or more if you have a large class.			ents and	Learning progress voting:	
	Elect one person from each	patter	A ale la a una a una tra la la accelación			
	team to sit in the Hot Seat,	-		the local and	their fingers of 5 or 3 or 1	
	facing the classroom with the	comm	-	se suitable	as to those 'who really got	
	board behind them.		propria		it', 'got some of it' or	
	Write a word on the board.	Ī		າe nd resources	didn't get it' respectively.	
	One of the team members of	iii3ti ui		a resources		

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

such as drums, shakers, rattles and whistles to create own music, dance and drama.

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

Independent Activity/ Homework:

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 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.

DEBRIEFING:

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 such as drums, shakers, rattles and whistles to create own music, dance and drama.

Assessment: let learners create own artworks based on performing artworks produced or performed in the local community that reflect the history and

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.

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

Vetted by :	Signature:	Date :
	CONKIL,	

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 25th February, 2022			Class size:			
Day:	Day:			Date :		
Friday, 60 minute	Friday, 60 minutes			25th February, 2022		
Period :	Period:			Lesson:		
2				1 o	f 1	
Strand : God, His	Strand: God, His Creation and Attributes			Sub-stra	nd : Go	od the Creator
Indicator (code)			R1 1	L.1.1.3:		
Content standard	d (code)			L.1.1.		
Performance Ind					vamin	e some attributes of God
Ferrormance ma	ilcatoi		Lean	ileis cail L	.xaiiiii	e some attributes of God
=	ies: Creativity and In Critical Thinking and		nicatio	n and Col	labora	tion Personal Development
Keywords				, ,		
T. L .R. (s)			Pictures			
Ref:		RME curriculum	Page			
DAY	Phase 1:		Phas	e 2: Main		Phase 3:
	Starter		(new	/ learning		Plenary / Reflections
	(preparing the bra	nin	including			
	for learning)		assessment)			
Friday, 60	Hot Seat		In gr	oups, guic	de	What new things have you
minutes			learr	ners to tall	k	learned today?
	Split the class into		abou	ut the		
	more if you have a	_	attril	butes of G	iod.	Learning progress voting:
	Elect one person f					Ask learners to show by their
	to sit in the Hot Se	. •	Diffe	rentiated		fingers of 5 or 3 or 1 as to
	classroom with th	e poard bening	learr	ning		those 'who really got it' , 'got some of it' or didn't get it'
		he hoard. One of	Ask s	stronger		respectively.
	Write a word on the board. One of the team members of the student		learr	ners to ans	swer	respectively.
in the hot seat must help the		some	e question	าร	Independent Activity/	
	student guess the	•	first	and then l	let	Homework:
	describing it. They	have a limited	learr	ners who a	are	
	amount of time ar	• •	strug	ggling		
	spell or draw the	word.				

WHATSAPP ONLY (0245350591	
	Continue until each team member	answer similar
	has described a word to the	questions.
	student in the Hot Seat.	Pair up stronger
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	and weaker learners so that stronger learners can help weaker ones. • Use the remedial activities as practice for
	Share lesson indicator and treat	learners
	key words with learner .	who struggle, and
		the extension
		activities for
		those learners who
		need more of a
		challenge
		0-
		Assessment: let
		learners mention
		the attributes of

		_
Vetted by :	Signature:	Date :

God.

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending	g: 25th Febru	uary, 2022			Class size:			
Day:				Date :				
Friday, 60 m	inutes			25th February, 2022				
Period :				Lesson:				
2				1 of	1			
Strand: MO	TOR SKILLS A	ND MOVEMENT	Sub-stran	id : N	MANIPULATIVE SK	LLS		
PATTERNS								
Indicator (co	ode)	B1.1.2.1.3						
Content star	ndard (code)	B1.1.2.1.						
Performance	e Indicator	Learners can stri	ke a light b	all u	pward continuously,	using a large, short-har	ndled	
		paddle.						
				nical	tion and Collaboration	Personal Development	t and	
Leadership C	Critical Thinkir	ng and Problem So	lving.					
Keywords				-()-			
Reywords			0					
T. L .R. (s)		Cones balls	7// /					
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflection	ıs	
	(preparing							
	the brain	Θ_{I}						
	for							
	learning)							
Friday, 60	Learners	_	•		ups, demonstrate to	What new things ha		
minutes	jog round a			•	ard continuously usin	g you learned today?		
	demarcate	a large, short-har	-			Loarning progress		
	d area in			_	holding a ball and	Learning progress voting:	Ask	
	files while	short-handled pa			•	loarnors to show by		
	singing and	-	•	•	s within your reach wi	their fingers of 5 or		
	clapping to	a short-handled p			1	1 as to those 'who		
	warm-up	2. Guide learners	•	e as i	ndividuals and in	really got it', 'got se	ome	
	the body	groups at their ov	wn pace.			of it' or didn't get it		
	for					respectively.		

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

Vetted by :	 	Signature:	Date :
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	LAIR LAIR		

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 2	5th February, 20	22				Class	size:
Day:					Date :		
Period :					Lessor	า :	
2					1 of 1	•	
2					1 of 1		
2					1 of 1		
Strand :				Sub-s	trand :		
Reading				Phoni	cs: Lett	er and	Sound Knowledge
Indicator (code)			B1.2.4	1.1.1.	B1.2.	4.1.2	B1.2.4.1.3
Content standard (code)			B1.2.4	l.1	B1.2.	4.1.	B1.2.4.1.
Leadership Critic			mmunid	Learn word Learn sound	iers sho s. iers sho ds and v	ould ble ould seg words.	end sounds to produce syllables end syllables to produce simple gment syllables and words into tion Personal Development and
Keywords							
T. L .R. (s)						ers, rec	orded audios visual
Ref:		Ghanaian Langu	iage c	urriculu	ım		
DAY	Phase 1:		Phase	2: Mai	n		Phase 3:
	Starter		(new	learnin	g includ	ling	Plenary / Reflections
	(preparing the b	orain	assess	sment)			
	for learning)						
	Cover Up		• Writ	te the l	etters c	of the	What new things have you
			alpha	bet on	the boa	ırd.	learned today?
	Learners in conv	enient groups.	• Say	the sou	ınds alc	oud to	
			learne	ers.			

- 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.
- **DEBRIEFING:**

next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to win

Share lesson indicator and treat key words with learner .

- 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

Assessment: let learners blend sounds to produce syllables

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:

Onset and Rime Game

Learners in convenient groups.

- 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

- 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.

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.

WITH I SAFF UNL	0245350591		
	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.	Assessment: let learners blend syllables to produce simple words	
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
	Share lesson indicator and treat key words with learner .	COJAH,	
	Cover Up	• Revise sounds and syllables with learners.	What new things have you learned today?
	Learners in convenient groups.	Write some words on	icamea today:
		Write some words on	
	 Write a word on the board. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the 	the board and lead learners to segment the words into syllables and sounds. • Ask learners to write a word and divide it into	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.
	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	the board and lead learners to segment the words into syllables and sounds. • Ask learners to write a	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'
	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	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/ +	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/

game?

WHATSAPP ONLY	0245350591
	What did you dislike about the
	game?
	What must your team do to win
	next time?
	Share lesson indicator and treat
	key words with learner .

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Signature: Date:

Vetted by :.....

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WEEK SEVEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 4th March, 2022		Class	size:		
Day:		Date:			
Monday, 60 minutes	28th Februar	ry, 2022			
Tuesday, 60 minutes		1st March, 2	022		
Wednesday, 60 minutes		2nd March, 2	2022		
Thursday, 60 minutes		3rd March, 2	022		
Friday, 60 minutes		4th March, 2	022		
Period :		Lesson:			
2		1 of 1			
2		1 of 1			
2		1 of 1) *		
2		1 of 1			
2		1 of 1			
Strand:	Sub-s	trand :			
A. Oral Language	A.	Dramatisation	and Role-Play		
B. Reading	В.	Word Families	s, Rhyming Endii	ngs and	
C. Writing		Common Digr	aphs		
D. Using Writing Conventions	C.	Labelling Item	S		
E. Extensive Reading	D.	D. Using Qualifying Words – Adjectives			
	E.	Building the L	ove and Culture	of Reading	
Indicator (code)	B1.1.5.1.1.	B1.2.3.1.1.	B1.4.4.1.1	B1.5. 5.1.1.	
	B1.6.1.1.1				
Content standard (code)	B1.1.5.1.	B1.2.3.1.	B1.4.4.1.	B1.5. 5.1	
12.	B1.6.1.1.				
Performance Indicator			se stories heard		
			common rhymi	ng endings to	
		e simple words			
			nple pictures of p		
	-		ented spelling t	o write about	
	onese				
	D. Learne		fy adjectives an	a use them to	
		oe oneself and o			
			variety of age	– appropriate	
Core Competencies: Creativity and Innovatio		and texts from			

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

WHATSAPP ONL	1 02 13330331					
Keywords						
T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref: English Lang			guage 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			 A. ORAL LANGAUGE 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. Assessment: let learners dramatise stories heard 	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	Conset and Rime Learners in converge groups. 1. Write onsets a words (e.g. ink words).	enient nd rime of	B.READING 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.	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.		

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 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.

DEBRIEFING

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

- In groups, let learners read out their words.
- Have learners form sentences with these rhyming words.

Assessment: let learners use common rhyming endings to decode simple words

Independent Activity/ Homework:

Wednesday, 60 minutes

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws

C. WRITING

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.

- Have learners go round to observe the pictures.
- In groups, let learners share their observations.

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.

the same pattern on a Ask learners to draw and sheet. They all do the card label three objects of their passing and drawing in choice. turns. When the last member Assessment: let learners finishes in each group, draw simple pictures of he/she shouts 'Bingo!' peers or various objects and use invented spelling to **DEBRIEFING:** write about oneself How did you help your team to win the game? What objects in the classroom look like the strokes you traced? Share lesson indicator and treat key words with learner Thursday, 60 **Guess the flashcard D.WRITING** What new things have you **CONVENTIONS AND** learned today? minutes **GRAMMAR USAGE** While holding a hidden set Have learners read level-Learning progress voting: of flashcards in your hands, appropriate texts describing Ask learners to show by slowly reveal them one at a their fingers of 5 or 3 or 1 as people. • Put learners in groups to time while the students to those 'who really got it', guess what it is. The child discuss the texts read. 'got some of it' or didn't get who guesses correctly gets Provide questions to help it' respectively. to keep the flashcards them identify the descriptive words. Independent Activity/ **DEBRIEFING:** Homework: What did you like about the Assessment: let learners game? identify adjectives and use them to describe oneself What did you dislike about the game? and other people What must your team do to win next time? Share lesson indicator and treat key words with learner

Friday, 60 Cover Up **E.EXTENSIVE READING** What new things have you minutes learned today? Using book tease or book Learners in convenient talk, introduce the reading/ Learning progress voting: groups. library time. Ask learners to show by • Have a variety of age their fingers of 5 or 3 or 1 as 1. Write a word on the appropriate books for to those 'who really got it', board. learners to make a choice 'got some of it' or didn't get 2. Cover all the letters from. it' respectively. except the first one, • Introduce picture or beginning from the left to wordless books, pop-up and Independent Activity/ the right, and ask pupils to flip-the-page texts to Homework: make the sound of the learners. letter which is not covered. Encourage them to read 3. Do this until the sounds individually and in pairs, and of all the individual letters provide support and have been made by pupils. encouragement. 4. Run your finger under the word for pupils to blend the Assessment: let learners sounds to read read a variety of age -5. The pupil who blend the appropriate books and texts sounds to read wins the from print game. Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner

Vetted by :..... Signature: Date: WEEK SEVEN: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending: 4	1th March, 2022					Class siz	e:
Day:				Date :			
Monday, 60 minutes				28th February, 2022			
Tuesday, 60 minutes				1st March, 2022			
Wednesday, 60 minutes				2nd March, 2022			
Thursday, 60 m	inutes				3rd March, 2022		
Friday, 60 minu	ites				4th March, 2022		
Period :					Lesson:		
2					1 of 5		
2					2 of 5		
2					3 of 5		
2					4 of 5		
2					5 of 5		
Strand: NUMB	ER			Sub-stran	d : Fraction	าร	
Indicator (code	e)		B1.1.3.1.1				
Content standa	ard (code)		B1.1.3.1.				
Performance Indicator		Learners can Understand the fraction one-half as the quantity obtained by taking I part when a whole is partitioned into two equal parts					
•	ncies: Creativity a Critical Thinking				and Collabo	oration Pe	ersonal Development
Keywords			Whole, part				
T. L .R. (s)	(s)		Sheets of paper, colour pencils, oranges,				
Ref:	М	Mathematics curriculum Page					
DAY	Phase 1:		Phase 2: Main			Phase 3:	
Starter		(new learning including assessment)		ent)	Plenary / Reflections		
(preparing the brain							
	for learning)						
Monday, 60	1. Learners form		Use concrete objects to explain the		the	What new things have	
minutes	convenient groups		fraction half as the quantity obtains		-	you learned today?	
and each group is		taking 1 part when a whole object is					
	given an even number		partitioned into two equal parts			Learning progress	
	of bottle tops and		E.g. 2. Use pictorial representations to			voting: Ask	
	empty tins.			explain the fraction half as the quantity			learners to show by

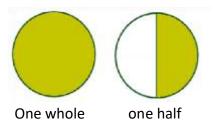
- 2. Put the bottle tops in the empty tins and shake it up.
- 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.
- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

obtained by taking 1 part when a whole object is partitioned into two equal parts



Differentiated Lessons Low Ability Learners

 Present learners with pictures of objects that are wholes and those that are not. Learners point to an object and tell if it

whole or not.

is a

High Ability Learners

 Task learners to divide shapes into equal halves.

Assessment: have learners to practice with more examples

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.

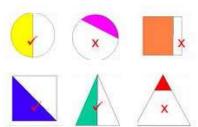
Independent Activity/ Homework:

Tuesday, 60 minutes

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 got it', 'got some

- 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.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner .

Differentiated Lessons Low Ability Learners

• Task learners to divide a given set of items into two equal parts.

High Ability Learners

• Task learners to mentally tell the half of a given group of items.

Assessment: have learners to practice with more examples

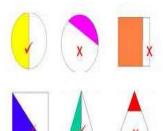
of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday, 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.
- 3. Pour them on the floor/table, observe, count and record the ones with the face 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 got it', 'got some
of it' or didn't get it'
respectively.

as the numerator over the total number of bottle tops on the table/floor.

- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

Differentiated Lessons
Low Ability Learners

Task learners to divide a given set of items

into two equal parts.

High Ability Learners

given group of items.

with more examples

• Task learners to mentally tell the half of a

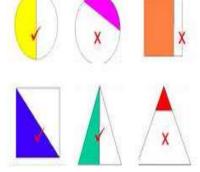
Assessment: have learners to practice

Independent Activity/ Homework:

Thursday, 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.
- 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.

Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves



Differentiated Lessons

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.

4. Learners play in turns and record their findings.

5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

Low Ability Learners

• Task learners to divide a given set of items

into two equal parts.

High Ability Learners

• Task learners to mentally tell the half of a

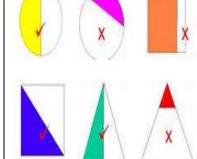
given group of items.

Assessment: have learners to practice with more examples

Friday, 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.
- 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.

Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves



Differentiated Lessons Low Ability Learners

 Task learners to divide a given set of items

into two equal parts.

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.

5. the group to get the fraction which represent half of a whole wins the game.	 High Ability Learners Task learners to mentally tell the half of a given group of items. 	
DEBRIEFING 1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded?	Assessment: have learners to practice with more examples	
3. What will you do to share objects equally with your friends? Share lesson indicator and treat key words with learner.		

Vetted by :	Signature:	Date :

WEEK SEVEN: LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending	: 4th March, 2022				Class	size:	
Day:				Date :			
Monday, 60 minutes					28th February, 2022		
Thursday, 60	Thursday, 60 minutes			3rd March, 2022			
Period :				Lesson:			
2				1 of 2			
2			2 of 2				
Strand : DIVERSITY OF MATTER			Sub-strand : MATERIALS				
Indicator (cod	Indicator (code)			1.2	CX		
Content stand	dard (code)		B1.1.2	.1.			
Performance	Indicator		Learne	rs can	describe and	group materials by their	
			appear	rance (s	hape, size, colo	ur, texture, mass)	
	encies: Creativity ar ip Critical Thinking a			ation ar	nd Collaboratio	n Personal Development	
Keywords			rough, smooth, light, coloured.				
T. L .R. (s)			wood, fabric, metals and paper				
Ref: Science curricul		lum Page					
DAY	DAY Phase 1:		Phase 2:			Phase 3:	
	Starter	Starter		(new learning including		Plenary / Reflections	
	(preparing the brain for learning)		assessment)				
Monday	Hot Seat				What new things have you		
		Split the class into 2 teams, or more if you have a large class.			appearance of the materials learned today? (in SEMESTERs of colour,		
		Elect one person from each team to sit in the Hot Seat,		Ask		Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1	
	•						
	facing the classroom with the		1.1 • 1 11 1. 1			as to those 'who really got	
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		such as shape, size it', 'got some of it' or didn't get it' respectively			1		
					didn't get it' respectively.		
		('rough', 'smooth', 'sticky'					
		and 'grainy'), mass (heavy / Iight). Independent Activity/ Homework:			_		
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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)

• 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).

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:

Thursday

Hot Seat

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.

Split the class into 2 teams, or

Continue until each team member has described a word to the student in the Hot Seat.

Vetted by :.....

DEBRIEFING :	answer similar questions.	
What did you like about the	 Pair up stronger and 	
game?	weaker learners so that	
What did you dislike about the	stronger learners can help	
game? What must your team do to	weaker ones.	
win next time?	• Use the remedial activities	
	as practice for learners	
	who struggle, and the	
Share lesson indicator and	extension activities for	
treat key words with learner .	those learners who need	
	more of a challenge	
	Assessment: let learners	
	draw and colour several	
	objects/ materials based on	
	their appearance such as	
	colour and shape.	

Signature: Date:

WEEK SEVEN: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g: 4th March, 20	022			Class size:	
Day:				Date :		
Tuesday, 60	minutes			1st March, 2022		
Thursday, 60) minutes				3rd March, 2	022
Period :					Lesson:	
2					1 of 2	
2					2 of 2	
Strand : ALL	AROUND US			Sub-strand:	The Environme	nt and the Weather
Indicator (co	ode)		B1.2.1.2.1			
Content star	ndard (code)		B1.2.1.2.			
Performance	e Indicator		Learners can	identify and de	escribe differer	nt weather conditions
and Leaders	tencies: Creativi	=	lem Solving.	0,		sonal Development
Keywords			Posters, internet, computer, man-made, natural			
T. L .R. (s)		<	pictures, posters, computer, internet, films paper, chart, projector.			
Ref: Our World		Our World	Our People cu	rriculum Page		
DAY	Phase 1: Starter (preparing t		Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Tuesday	<u> </u>		Show pictures/films of different weather conditions.		What new things have you learned today?	
	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		away", to tell e.g. i) Sunny v	rhymes, e.g. "ra the types of wo weather, ii) Wir ther, iv) Cloudy	eather ndy weather,	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

Thursday

Sunny weather Windy weather didn't get it' members of the student in the hot seat respectively. must help the student Independent guess the word by describing it. They have Activity/ Homework: a limited amount of time and cannot say, spell or draw the word. Differentiated learning Continue until each Ask stronger learners to answer some team member has described a word to the questions student in the Hot Seat. first and then let learners who are struggling **DEBRIEFING:** answer similar questions. What did you like about • Pair up stronger and weaker learners so the game? that What did you dislike stronger learners can help weaker ones. about the game? • Use the remedial activities as practice What must your team for learners do to win next time? who struggle, and the extension activities for those learners who need more of a Share lesson indicator challenge and treat key words with learner. Assessment: Let learners mention and describe different weather conditions **Hot Seat** Learners in groups: What new things describe the weather type from their have you learned Split the class into 2 today? pictures to the class; teams, or more if you mention the weather of the day from have a large class. Learning progress what they can observe outside their Elect one person from voting: classroom Ask learners to show each team to sit in the Hot Seat, facing the by their fingers of 5 Differentiated learning classroom with the or 3 or 1 as to those Ask stronger learners to answer some board behind them. 'who really got it',

'got some of it' or

didn't get it'

respectively.

auestions

struggling

first and then let learners who are

answer similar questions.

Write a word on the

members of the

board. One of the team

student in the hot seat

must help the student	Pair up stronger and weaker learners so	Independent
guess the word by	that	Activity/ Homework:
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.	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	
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words	Assessment: Let learners mention and describe different weather conditions	
with learner .		

Vetted by :	Signature:	Date :
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WEEK SEVEN: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 4	th March, 2022			Cla	ss size:		
Day:				Date :			
Tuesday, 60 mir	nutes			1st March, 2022			
Thursday, 60 mi	Thursday, 60 minutes			3rd Marc	h, 2022		
Period :				Lesson:			
2				1 of 2			
2				2 of 2			
Strand : History	as a Subject		Sub-s	trand : Con	nmunity History		
Indicator (code)			B1.1.4.2.1				
Content standa	rd (code)		B1.1.4.2.				
Performance In	dicator		Learners ca	n state th	ne similarities and differences		
			between the	e communit	ies where learners live.		
Core Competencies: Creativity and Innovation Command Leadership Critical Thinking and Problem Solving				d Collabora	ation Personal Development		
Keywords			pictures, television set, video machine or projector, CD				
		-	player, computer or laptop, modem.				
T. L .R. (s)			historical site				
Ref: History curriculu		m Page					
DAY	Phase 1:		Phase 2: Main		Phase 3:		
	Starter	71	(new learning including		Plenary / Reflections		
	(preparing the br	ain	assessment)				
	for learning)						
Tuesday, 60 minutes	Hot Seat		Visit historic	old chapel	What new things have you learned today?		
	Split the class int		a post office, a chief's				
	more if you have				Learning progress voting: Ask learners to show by		
	Elect one person from each team to sit in the Hot Seat, facing the		Wetlands etc	. .	their fingers of 5 or 3 or 1 as		
	classroom with the board behind		Differentiate	ed learning	to those 'who really got it',		
	them.		Ask stronge	_	· -		
	Write a word on the board. One		answer som	e questions	-		
	of the team members of the		first and the				
	student in the ho	t seat must help	learners who	o are	Independent Activity/		
	the student gues	•	struggling		Homework:		
	describing it. The	y 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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

Assessment: let learners state the similarities and differences between the communities where learners live.

What new things have you learned today?

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.

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.

DEBRIEFING: What did you like about the game?

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
answer similar
questions.

- 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

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.

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

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	WANT TO THE REPORT OF THE PARTY			

WEEK SEVEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 4	Ith March, 2022				Class s	size:
Day:				Date :		
Monday, 60 minutes			28th F	ebruary	y, 2022	
Wednesday, 60	minutes			2nd M	larch, 20	022
Period :				Lesson	1:	
2				1 of 2		
2				2 of 2		
Strand: VISUAL	ARTS		Sub-str	and : D	isplayin	g and Sharing
Indicator (code)	Learne	rs can pla	an a dis	play of c	own artworks to share creative
		experie	ences ba	sed on	visual a	rtworks produced or found in
		the loc	al comm	nunity t	hat refl	ect the history and culture of
		the pe	ople			
Content standa	rd (code)	B1 1.3.	4.1	1		
Performance In	ndicator	B1 1.3.	4.	,		
· -	ncies: Creativity and Innovation (Critical Thinking and Problem S		ication a	and Coll	aborati	on Personal Development
Keywords						
T. L .R. (s)		Picture	!S			
Ref:	Creative Arts of	curriculu	m			
DAY	Phase 1:	Phase 2	2: Main			Phase 3:
	Starter	(new le	earning i	ncludin	Plenary / Reflections	
	(preparing the brain	assessr	ment)			
	for learning)					
Monday, 60	Hot Seat		rs are to			What new things have you learned today?
minutes	Split the class into 2 teams,		h a short . .		on an	learned today?
	or more if you have a large		ion or vi		llom:	Learning progress voting:
	class.		ion cent	_	iiery	Ask learners to show by
	Elect one person from each		ss the ne		01115	their fingers of 5 or 3 or 1
	team to sit in the Hot Seat,		ing porti		own	as to those 'who really got
	facing the classroom with		artworks			it', 'got some of it' or didn't
	the board behind them.	=	a display io of visu			get it' respectively.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

(e.g. drawings, colour work, patterns) to share, educate and inform the public on the history and culture of people in the local community

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

Independent Activity/ Homework:

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 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.

Learners are to:

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

2 watch a short video on an

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.

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

Vetted by :	Signature:	Date :

WEEK SEVEN: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 4th March, 2022			Class		Class si	size:	
Day:			Date :				
Friday, 60 minu	ites		4th March, 2022			22	
Period :					Lesson	:	
2					1 of 1		
Strand : God, H	lis Creation and A	ttributes		Sub-str	and : Go	d the Cr	eator
Indicator (code	e)		B1. 1.1	.1.3:			
Content standa	ard (code)		B1. 1.1	.1.			
Performance Ir	ndicator		Learne	rs can ex	amine so	ome attr	ibutes of God
-	ncies: Creativity a Critical Thinking			cation ar	nd Collab	oration	Personal Development
Keywords				0)			
T. L .R. (s)			Picture	S			
Ref:		RME curricului	m Page				
	_						
DAY	Phase 1:		Phase 2: Main				Phase 3:
	Starter	12.	, ,				Plenary / Reflections
	(preparing the	brain	assessment)				
	for learning)						
Friday, 60	Hot Seat					What new things have	
minutes	Coditath a class :					you learned today?	
	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		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.		e ng:	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/	
the student in the hot seat			ntiated l	_		Homework:	
	must help the	_		Ū	arners to		
	the word by de	_	answer some questions				
	They have a lin	nited amount					

of time and cannot say, spell first and then let learners who or draw the word. are struggling Continue until each team answer similar questions. member has described a • Pair up stronger and weaker word to the student in the learners so that Hot Seat. stronger learners can help weaker ones. **DEBRIEFING:** • Use the remedial activities as What did you like about the practice for learners game? who struggle, and the What did you dislike about extension activities for the game? those learners who need more What must your team do to win next time? of a challenge Assessment: let learners Share lesson indicator and mention some attributes of treat key words with learner God

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WEEK SEVEN: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 4th March, 2022			Class size:				
Day:			I	Date :			
Friday, 60 m	inutes		4	4th March, 2022			
Period :			ı	Lesson:			
2				1 of 1			
Strand: MOTOR SKILLS AND MOVEMENT Sub-stra				: MANIPULA	TIVE SKILL	S	
PATTERNS	PATTERNS						
Indicator (co	ode)	B1.1.2.1.4:					
Content star	ndard (code)	B1.1.2.1.					
Performance	e Indicator	Learners can dem	nonstrate th	e underhand	throw pattern		
Core Compe	tencies: Crea	ı tivity and Innovatio	on Commun	ication and C	ollaboration P	ersonal Development and	
		ng and Problem Sol					
1/							
Keywords			(\			
T. L .R. (s)		Balls					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asses	ssment)		Plenary / Reflections	
	(preparing	· Dla					
	the brain	GIL.					
	for						
	learning)						
Friday, 60	Learners	After learners hav		• •		What new things have	
minutes	jog round a	underarm throw	•	_		you learned today?	
	demarcate	straight and holdi	J	J		Lagurina nuaguas	
	d area in	backward as you				Learning progress voting: Ask	
	files while	foot. Swing the ha				learners to show by	
	singing and	the palm facing for			•	their fingers of 5 or 3 or	
	clapping to	individuals and in	•	•		1 as to those 'who	
	warm-up	give feedback for				really got it', 'got some	
	the body	Organise underar			target. Let	of it' or didn't get it'	
	for	learners cool dow	vn to end th	e lesson		respectively.	
	maximal						

WHAISAPP	JINLT 0243330	9391	
	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		
	1	I	

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WEEK SEVEN: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 4	th March, 2022	2				Class size:
Day:					Date	e :
Period :					Lesso	son:
2					1 of 1	1
2					1 of 1	1
2					1 of 1	1
Strand: Writing	3			Sub-st	trand	d: Penmanship/Handwriting
Indicator (code))		B1.3.	1.1.1	B1	1.3.1.1.2
Content standa	rd (code)		B1.3.	.1.1.	B1	1.3.1.1.
Performance In			 Learners should control wrist in letter writing and pattern drawing Learners should trace given shapes 			
Core Competen Leadership Criti	•			nunicati	ion an	and Collaboration Personal Development and
Keywords		7 AL				
T. L .R. (s)			Man	ila card	s, mar	arkers, recorded audios visual
Ref:		Ghanaian Lang	guage	curricu	ulum	1
DAY	Phase 1:		Phas	e 2: Ma	in	Phase 3:
	Starter		(new	learnir	ng	Plenary / Reflections
	(preparing the	brain	including			
for learning)		asses	ssment)			
Cover Up Learners in convenient groups.		demo learn way	ing a sai onstrate ners the of movi	e to corre	today? rect he Learning progress voting: Ask learners to show by their fingers	
	 Write a wor board. 	a on the				of 5 or 3 or 1 as to those 'who really
	DUAIU.					

- 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

letters and drawing patterns.

- 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.

Assessment: let learners write the letters and draw patterns in the sand tray got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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

- 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.

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.

for a card with a rime and Assessment: let vice versa. S/he then puts learners trace given the two cards together and shapes 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. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner Draw broken lines **Cover Up** What new things have you learned today? on papers. Learners in convenient • Give the papers to Learning progress voting: groups. learners and lead Ask learners to show by their fingers them to trace the 1. Write a word on the of 5 or 3 or 1 as to those 'who really broken lines to form board. got it', 'got some of it' or didn't get shapes. 2. Cover all the letters it' respectively. • Let each learner except the first one, show his/her work to beginning from the left to Independent Activity/ Homework: the class and discuss the right, and ask pupils to it. make the sound of the letter which is not covered. Assessment: let 3. Do this until the sounds of all the individual letters have learners trace given been made by pupils. shapes

	4. Run your finger under the word for pupils to blend the sounds to read5. The pupil who blend the sounds to read wins the game.		
	DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
	Share lesson indicator and treat key words with learner .		
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WEEK EIGHT: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 11th March, 2022	Class size:
Day:	Date :
Tuesday, 60 minutes	8th March, 2022
Wednesday, 60 minutes	9th March, 2022
Thursday, 60 minutes	10th March, 2022
Friday, 60 minutes	11th March, 2022
Period :	Lesson :
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Conversation
B. Reading	B. Vocabulary
C. Writing	C. Labelling Items
D. Using Writing Conventions	D. Using Qualifying Words – Adjectives
E. Extensive Reading	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)	
Content standard (code)	B1.1. 6.1.1 B1.2.6.1.1. B1.4.4.1.1 B1.5.
Content standard (code) Performance Indicator	

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

- 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.

DEBRIEFING

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

commonest. Write them on the board, e.g. chair, table, child, etc.

- Use the word "tree" to teach the sight words.
- Have learners repeat the words aloud.
- Have learners use the sight words in meaningful sentences.

Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences

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:

Wednesday, 60 minutes

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

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.

C. WRITING

- 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.

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.

	When the last member finishes		
	in each group, he/she shouts	Assessment: let learners	
	'Bingo!'		
	Biligo:	draw simple pictures of peers or various objects	
	DEBRIEFING:	and use invented spelling	
	How did you help your team to	to write about oneself	
	win the game?	to write about onesen	
	will the game:		
	What objects in the classroom		
	look like the strokes you traced?		
	Share lesson indicator and treat		
	key words with learner.		
	,		
Thursday,	Guess the flashcard	D.WRITING	What new things have you
60 minutes		CONVENTIONS AND	learned today?
		GRAMMAR USAGE	·
	While holding a hidden set of	Have learners write	Learning progress voting:
	flashcards in your hands, slowly	simple sentences to	Ask learners to show by their
	reveal them one at a time while	describe themselves,	fingers of 5 or 3 or 1 as to
	the students guess what it is.	using the descriptive	those 'who really got it', 'got
	The child who guesses correctly	words identified.	some of it' or didn't get it'
	gets to keep the flashcards –		respectively.
		Assessment: let learners	
	DEBRIEFING :	use adjectives to	Independent Activity/
	What did you like about the	describe oneself and	Homework:
	game?	other people	
	What did you dislike about the		
	game?		
	What must your team do to win		
	next time?		
	Share lesson indicator and treat		
	key words with learner .		
Friday, 60	Cover Up	E.EXTENSIVE READING	What new things have you
minutes		 Using book tease or 	learned today?
	Learners in convenient groups.	book talk, introduce the	
		reading/ library time.	Learning progress voting:
	1. Write a word on the board.		Ask learners to show by their
	1	<u> </u>	<u> </u>

- 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.

Assessment
What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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.

Assessment: let learners read a variety of age – appropriate books and texts from print

fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

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velled by	/	Signature	Date

WEEK EIGHT: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

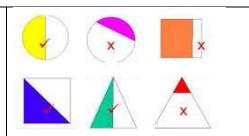
Week Ending:	11th March, 2022				Class siz	e:
Day:				Date :		
Tuesday, 60 minutes			8th March, 2022			
Wednesday, 60 minutes			9th Mar	ch, 2022		
Thursday, 60 m	inutes			10th Ma	rch, 2022	
Friday, 60 minu	tes			11th Ma	rch, 2022	
Period :				Lesson:		
2				1 of 4		
2				2 of 4		
2				3 of 4	-//	
2				4 of 4	\mathcal{O}	
Strand: NUMB	ER		Sub-stran	d : Fractio	ns	
Indicator (code)	B1.1.3.1.1		1		
Content standa	rd (code)	B1.1.3.1.		,		
Performance In	dicator	Learners	Learners can Understand the fraction one-half as the quantity			
		obtained by taking I part when a whole is partitioned into two				
		equal part	equal parts			
Core Competer	ncies: Creativity and Innov	ation Comn	nunication a	and Collab	oration P	ersonal Development
and Leadership	Critical Thinking and Prob	lem Solving	.			
		P		1 16		
Keywords			rt, half, one			
T. L .R. (s)			paper, colo	ur pencils,	oranges	
Ref:	Mathemati	cs curriculu	m Page			
DAY	Phase 1:	Phase 2: N	 ∕Iain			Phase 3:
	Starter	(new learn	ning including assessment)		ment)	Plenary / Reflections
	(preparing the brain			,,		
	for learning)					
Monday, 60	1. Learners form	Use picto	orial represe	entations t	o help	What new things have
minutes	convenient groups and	· ' '			•	you learned today?
	each group is given an	are halves and those				,
		halves				Learning progress
	tops and empty tins.					voting: Ask
	2. Put the bottle tops					learners to show by
	in the empty tins and					their fingers of 5 or 3 or
	shake it up.					1 as to those 'who really

- 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.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.



Differentiated Lessons Low Ability Learners

• Task learners to divide a given set of items into two equal parts.

High Ability Learners

 Task learners to mentally tell the half of a given group of items.

Assessment: have learners to practice with more examples

got it', 'got some of it' or didn't get it' respectively.

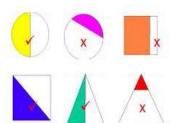
Independent Activity/ Homework:

Tuesday, 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.
- 3. Pour them on the floor/table, observe, count and record the

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
got it', 'got some of it'
or didn't get it'
respectively.

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.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

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- 2. Mention some of the fractions you recorded?
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Differentiated Lessons Low Ability Learners

• Task learners to divide a given set of items

into two equal parts.

High Ability Learners

 Task learners to mentally tell the half of a

given group of items.

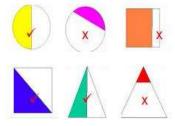
Assessment: have learners to practice with more examples

Independent Activity/ Homework:

Wednesday, 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.
- 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

Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves



Differentiated Lessons Low Ability 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.

bottle tops on the table/floor.

- 4. Learners play in turns and record their findings.
- 5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

Task learners to divide a given set of items

into two equal parts.

High Ability Learners

• Task learners to mentally tell the half of a

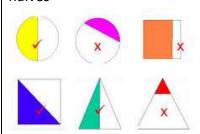
given group of items.

Assessment: have learners to practice with more examples

Thursday, 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.
- 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.

Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves



Differentiated Lessons Low Ability Learners

• Task learners to divide a given set of items

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.

4. Learners play in turns and record their findings.

5. the group to get the fraction which represent half of a whole wins the game.

DEBRIEFING

- 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?

Share lesson indicator and treat key words with learner.

into two equal parts.

High Ability Learners

• Task learners to mentally tell the half of a

given group of items.

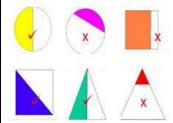
Assessment: have learners to practice with more examples

Friday, 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.
- 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.

Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves



Differentiated Lessons Low Ability Learners

• Task learners to divide a given set of items

into two equal parts.

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.

5. the group to get the	High Ability Learners	
fraction which	Task learners to mentally tell the half	
represent half of a	of a	
whole wins the game.	given group of items.	
	Assessment: have learners to practice	
DEBRIEFING	with more examples	
1. How did you find the	With more examples	
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?		
Share lesson indicator		
and treat key words		
with learner .		

Vetted by :	Si	gnature:	Date:

WEEK EIGHT: LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending: 11th March, 2022					Class	s size:	
Day:					Date :		
Thursday, 60 minutes				10th March	, 2022		
Period :					Lesson:		
2					1 of 1		
Strand : DIVERS	ITY OF MATTER			Sub-str	and : MATER	RIALS	
Indicator (code)		B1.1.2	.1.2			
Content standa	rd (code)		B1.1.2	.1.			
Performance In			appea	rance (sh	ape, size, co	d group materials by their lour, texture, mass)	
and Leadership Critical Thinking and Problem Solvin			rough, smooth, light, coloured.				
T. L .R. (s)			wood, fabric, metals and paper				
Ref:		Science curricu	lum Pa	ge			
DAY	Phase 1:		Phase	Phase 2: Main		Phase 3:	
Starter (preparing the brain for learning)		(new learning including assessment) Plenary / Reflections			Plenary / Reflections		
Monday	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.		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 /		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.		

Continue until each team member has described a word to the student in the Hot Seat.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)

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

didn't get it' respectively.

Independent Activity/ Homework:

it', 'got some of it' or

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

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.

DEBRIEFING:

 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).

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

	What did you like about the	Pair up stronger and		
	game?			
	What did you dislike about the	weaker learners so that		
	game? What must your team do to win next time?	stronger learners can help		
		weaker ones.		
		Use the remedial		
		activities as practice for		
		learners		
	Share lesson indicator and	who struggle, and the		
	treat key words with learner.	extension activities for		
		those learners who need		
		more of a challenge		
		Assessment: let learners		
		draw and colour several		
		objects/ materials based on		
		their appearance such as		
		colour and shape.		
etted by :		Signature:	Date :	
	ARIA .			

Vetted by :	Signature:	Date :

WEEK EIGHT: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Endin	g: 11th March, 20	22			Class size	:	
Day:					Date :		
Tuesday, 60	minutes			8th March, 2022			
Thursday, 60 minutes					10th Ma	rch, 2022	
Period :				Lesson:			
2				1 of 2			
2					2 of 2		
Strand : ALL	AROUND US			Sub-strand	: The Envi	ronment and the	
				Weather			
Indicator (co	ode)		B1.2.1.2.1				
Content star	ndard (code)		B1.2.1.2.		7		
Performance	e Indicator		Learners ca	n identify	and des	scribe different weather	
			conditions	, DI			
	tencies: Creativity hip Critical Thinkin			on and Colla	boration F	Personal Development	
Keywords			Posters, internet, computer, man-made, natural				
T. L .R. (s)			pictures, posters, computer, internet, films paper, chart, projector.				
Ref:		Our World Ou	ur People curriculum Page				
DAY	Phase 1:		Phase 2: Mai	n		Phase 3:	
	Starter (preparing the for learning)	e brain	(new learnin assessment)	g including		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.			

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Sunny weather Windy weather Rainy weather

Differentiated learning
Ask stronger learners to answer
some questions
first and then let learners who are
struggling
answer similar questions.

- 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

Independent Activity/ Homework:

Assessment: Let learners mention and describe different weather conditions

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

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

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.

Share lesson indicator and

treat key words with

learner.

of the student in the hot first and then let learners who are Independent Activity/ seat must help the student struggling Homework: guess the word by answer similar questions. describing it. They have a • Pair up stronger and weaker limited amount of time and learners so that cannot say, spell or draw stronger learners can help weaker the word. ones. Continue until each team • Use the remedial activities as member has described a practice for learners word to the student in the who struggle, and the extension Hot Seat. activities for those learners who need more of **DEBRIEFING:** a challenge What did you like about the game? What did you dislike about the game? Assessment: Let learners What must your team do to mention and describe different win next time? weather conditions

Vetted by :	Signature:	Date:

WEEK EIGHT: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 11th March, 2022				Class size:			
Day:					Date :		
Tuesday, 60 min	utes			8th March, 2022			
Thursday, 60 minutes					10th	Marcl	h, 2022
Period :					Lesso	n:	
2					1 of 2		
2					2 of 2		
Strand : History	as a Subject		!	Sub-s	trand	: Com	munity History
							<u> </u>
Indicator (code)			B1.1.4.	2.1		CX	
Content standar	rd (code)		B1.1.4.	.2.	C	V	
Performance Inc	dicator		Learne	rs ca	n Stat	e the	e similarities and differences
			betwee	en the	e comn	nuniti	es where learners live.
Core Competen	cies: Creativity and	Innovation Comm	nunicatio	on an	d Colla	borati	ion Personal Development
and Leadership	Critical Thinking an	d Problem Solving	3.)-			
Keywords			pictures, television set, video machine or projector,				
			CD player, computer or laptop, modem.				
T. L .R. (s)			historical site				
Ref:		History curriculu	m Page	<u> </u>			
DAY	Phase 1:	71	Phase 2: Main			Phase 3:	
	Starter		(new learning including		ıding	Plenary / Reflections	
	(preparing the br	ain	assessment)				
	for learning)						
Tuesday, 60	Hot Seat		Learners list the			What new things have you	
minutes			names of historical		l	learned today?	
	Split the class into		sites starting with the				
	more if you have	_	oldest to the most			Learning progress voting:	
	Elect one person				Ask learners to show by		
	to sit in the Hot S	, ,					their fingers of 5 or 3 or 1 as
	classroom with th	ie board benind	Accoccment: lot			to those 'who really got it',	
	them. Write a word on t	ho hoard One	Assessment: let learners list the names		mes	'got some of it' or didn't get	
	of the team mem		of histo			11103	it' respectively.
	student in the ho		starting			ldest	Independent Activity/
	the student guess	•	to the	_			Homework:
	tne student guess	s the word by	to the	111051	recent	•	Homework:

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

What new things have you learned today?

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.

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.

DEBRIEFING:

Learners list the names of historical sites starting with the oldest to the most recent.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

• Pair up stronger and weaker learners so that stronger learners can help weaker ones.

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.

	What did you like about the	Use the remedial	
	game?	activities as practice	
	What did you dislike about the	for learners	
	game?	who struggle, and the	
	What must your team do to win	extension activities for	
	next time?	those learners who	
		need more of a	
		challenge	
	Share lesson indicator and treat		
	key words with learner .	Assessment: let	
	•	learners list the names	
		of historical sites	
		starting with the oldest	
		to the most recent.	
			Dala
vetted by :	S	ignature:	Date :
		C)-	
		·	
	(X)		

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Vetted by :	Signaturo	Data ·
VELLEU DV	Signature	Date

WEEK EIGHT: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:	11th March, 2022		Class	size:		
Day:			Date :	Date :		
Wednesday, 60	minutes		9th March, 20	022		
Period :			Lesson:			
2			1 of 2			
2			2 of 2			
Strand: PERFO	RMING ARTS	Sub-s	trand : Displayin	ng and Sharing		
Indicator (code)	B1 2.3.4.2		λ		
Content standa	rd (code)	B1 2.3.4.				
Performance Indicator Learners can plan for a display of own performing a to share own creative experiences based on ide reflect the natural and manmade environments in to community				riences based on ideas that		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmer 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 assessment)		Phase 3: Plenary / Reflections		
Monday, 60 minutes	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 shoreflect the nate manmade enveloped the local compactor of the creativity and plan the arrangements own music, date watch as the local compactor of the local	rt video that cural and rironments in munity; ositions actors such as originality;	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.		

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

to share own views on the natural and manmade environments of the local community.

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

Independent Activity/ Homework:

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 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.

Learners are to:

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.

2 watch a short video that

Assessment: let learners plan for a display of own

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.

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

Vetted by :	Signature:	Date :

WEEK EIGHT: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 11th March, 2022				Class size:		
Day:				Date :		
Friday, 60 minutes				11th March, 2022		
Period :				Less	on:	
2				1 of	1	
Strand : God, H	lis Creation and Attri	butes		Sub-stranc	d: God	the Creator
Indicator (code	e)		B1. 1.	1.1.3:		<u> </u>
Content stand	ard (code)		B1. 1.	1.1.		
Performance I	ndicator		Learn	ers can exa	mine so	ome attributes of God
and Leadership	ncies: Creativity and O Critical Thinking and			on and Coll	aborati	ion Personal Development
Keywords						
T. L .R. (s)			Pictures			
Ref:		RME curriculum	Page			
DAY	Phase 1:		Phase	2: Main		Phase 3:
	Starter		(new	earning		Plenary / Reflections
	(preparing the br	ain	including assessment)			
	for learning)	,				
Friday, 60	Hot Seat		Let lea	arners role	play	What new things have you
minutes			the fo	llowing		learned today?
	Split the class into		activities: - home: family members caring for one another		e:	
	more if you have	-				Learning progress voting:
	Elect one person				other	Ask learners to show by their fingers of 5 or 3 or 1 as
	classroom with th	to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One		Differentiated learning		to those 'who really got it', 'got some of it' or didn't get it' respectively.
	of the team mem	bers of the		ronger lear	ners	
student in the hot seat must help the student guess the word by describing it. They have a limited		to answer some questions			Independent Activity/ Homework:	

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	amount of time and cannot say,	first and then let	
	spell or draw the word.	learners who are	
	Continue until each team	struggling	
	member has described a word to	answer similar	
	the student in the Hot Seat.	questions.	
	252255110	Pair up stronger and	
	DEBRIEFING:	weaker learners so	
	What did you like about the game?	that	
	What did you dislike about the	stronger learners can	
	game?	help weaker ones.	
	What must your team do to win	 Use the remedial 	
	next time?	activities as practice	
		for learners	
		who struggle, and the	
	Share lesson indicator and treat	extension activities for	
	key words with learner .	those learners who	
		need more of a	
		challenge	
		Assessment: let	
		learners mention	

1/0++0d h	, .	Si	ignaturo:	Data ·
velleu bi	/		ignature:	Date:

God

some attributes of

WEEK EIGHT: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 11th March, 2022			Class size:				
Day:				Date	e:		
Friday, 60 m	inutes			11th March, 2022			
Period :				Less	on:		
2				1 of	1		
Strand: MO	TOR SKILLS AI	ND MOVEMENT	Sub-strand	d : N	1ANIPULATIVE SKILLS		
PATTERNS							
Indicator (co	de)	B1.1.2.1.5:	<u> </u>				
Content star	ndard (code)	B1.1.2.1.					
Performance	Indicator	Learners can Thro	ow and catc	ch a s	self-tossed ball		
		tivity and Innovationg and Problem So		nicat	ion and Collaboration Pe	ersonal Development and	
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing the brain for learning)						
Friday, 60	Learners	Take learners thro	ough warm	ups	(general and specific).	What new things have	
minutes	jog round a	Demonstrate how	v to throw a	and o	catch a self-tossed ball	you learned today?	
	demarcate	by throwing a bal	ll with two h	hand	s up and catch the ball		
	d area in	as it drops. Guide	e learners to	o pra	ctice throw and catch a	Learning progress	
	files while	self-tossed ball as	s individuals	s. Let	them throw for others	voting: Ask	
	singing and	to catch.				learners to show by their fingers of 5 or 3 or	
	clapping to	_	-		oall or netball game for	1 as to those 'who	
	warm-up				n and enjoyment. End	really got it', 'got some	
	the body	lesson with cool/	warm dowr	n act	ivities.	of it' or didn't get it'	
	for					respectively.	
	maximal						

WHAISAPP	JINLT 0243330	9391	
	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		
	1	I	

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WEEK EIGHT: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 1	Week Ending: 11th March, 2022				Class	s size:
Day:				Date	:	
Period :				Lesso	on :	
2				1 of 1		
2				1 of 1	l	
2				1 of 1	l	
Strand: Writing				Sub-stranc	d : Pe	enmanship/Handwriting
				2,		
Indicator (code)				\rightarrow		1.1.4
Content standard (code)			B1.3		31.3.	
Performance Indicator			 Learners should write patterns of letters in continuous form Learners should model various objects 			
			that interest them			
	cies: Creativity and I			inication an	nd Co	Illaboration Personal Development and
Keywords						
T. L .R. (s)			Mar	nila cards, m	narke	ers, recorded audios visual
Ref:		Ghanaian Langu	uage	curriculum	1	
DAY	Phase 1:		Phas	se 2: Main		Phase 3:
	Starter		(nev	v learning		Plenary / Reflections
(preparing the brain		inclu	uding			
	for learning)		asse	essment)		
	Cover Up		• W	rite the lett	ers	What new things have you learned
			of th	ne alphabet	:	today?
	Learners in conv	enient groups.	on a	manila car	ď	
	1. Write a word	on the board.		show it to ners.		Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really

- 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.

DEBRIEFING:

win next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to

Share lesson indicator and treat key words with learner.

 Lead learners to practice how to write letter patterns in continuous form

Assessment: let learners write patterns of letters in continuous form

got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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

- 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

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.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

interest them individually

Assessment: let learners model various objects that interest them

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 sound of the letter which is not covered. 3. Do this until the sounds of all
- 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.

DEBRIEFING: What did you like about the game?

- 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

Assessment: let learners model various objects that interest them

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.

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

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WEEK NINE: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 18th March, 2022	Class size:
Day:	Date :
Monday, 60 minutes	14th March, 2022
Tuesday, 60 minutes	15th March, 2022
Wednesday, 60 minutes	16th March, 2022
Thursday, 60 minutes	17th March, 2022
Friday, 60 minutes	18th March, 2022
Period :	Lesson:
2	1 of 1
Strand :	Sub-strand :
A. Oral Language	A. Conversation
B. Reading	B. Vocabulary
C. Writing	C. Writing Simple Words and Sentences
D. Using Writing Conventions	D. Using Qualifying Words – Adjectives
E. Extensive Reading	E. Building the Love and Culture of Reading
Indicator (code)	B1.1. 6.1.2. B1.2.6.1.1. B1.4.5.1.1 B1.5.
	5.1.1. B1.6.1.1.1
Content standard (code)	B1.1. 6.1. B1.2.6.1 B1.4.5.1. B1.5.
	5.1 B1.6.1.1.
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 C	Communication and Collaboration Personal Development

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.

Keywords	LY 0245350591						
-							
T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting				
			on a manila card and a cla	ss library.			
Ref:		English Langu	uage curriculum Page				
DAY Monday,	Phase 1: Starter (preparing the brain for learning) Engage learners to re	cite/sing the	Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE	Phase 3: Plenary / Reflections What new things have you			
60 minutes	rhyme/song ' Good myou' DEBRIEFING 1.What did you enjoy song? 2.What was the song 3. what benefit do we songs? Share lesson indicato key words with learned	about the about? e get from	 Welcome children and have them sit in a semicircle. 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 	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:			

		Assessment: let learners	
		describe the home,	
		people or places	
Tuesday, 60	Cover Up	B.READING	What new things have you
minutes		Tell a story and have	learned today?
	Learners in convenient groups.	learners identify sight	
		words in the story.	Learning progress voting:
	1. Write a word on the board.	Have learners use the	Ask learners to show by their
	2. Cover all the letters except the	sight words in	fingers of 5 or 3 or 1 as to
	first one, beginning from the left	meaningful sentences,	those 'who really got it', 'got
	to the right, and ask pupils to	e.g. deSEMESTERiners -	some of it' or didn't get it'
	make the sound of the letter which is not covered.	the: The boy is my friend.	respectively.
	3. Do this until the sounds of all	iriena.	Independent Activity/
	the individual letters have been	Assessment: let learners	Homework:
	made by pupils.	read level-appropriate	Homework.
	4. Run your finger under the	sight words and use	
	word for pupils to blend the	many of them in	
	sounds to read	meaningful sentences	
	5. The pupil who blend the	~\mathcal{O}'	
	sounds to read wins the game.		
	DEBRIEFING		
	What did you like about the		
	game?		
	What did you dislike about the		
	game?		
	What must your team do to win		
	next time?		
	Share lesson indicator and treat		
	key words with learner.		
	ne, words with learner.		
Wednesday,	Writing Chain	C. WRITING	What new things have you
60 minutes	(Penmanship activity)	Guide learners with	learned today?
		questions to talk about	
	Learners in convenient groups e.g	the various areas or	Learning progress voting:
	(Group A & B) observe/ perceive	places in the school e.g.	Ask learners to show by their
	a card with an inscription (a	head teacher's office,	fingers of 5 or 3 or 1 as to
	pattern or a letter)	canteen etc.	those 'who really got it', 'got

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!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner.

- 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.

Assessment: let learners make a list of objects in the school

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Thursday, 60 minutes

Memory

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the

game?

What must your team do to win next time?

D.WRITING CONVENTIONS AND GRAMMAR USAGE

Have learners write parallel sentences to describe their friends

Assessment: let learners use adjectives to describe oneself and other 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.

	Share lesson indicator and treat key words with learner .		
Friday, 60 minutes	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 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. Assessment What did you like about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner.	E.EXTENSIVE READING • 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. Assessment: let learners read a variety of age — appropriate books and texts from print	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:

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WEEK NINE: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:	18th March,	2022			Class size:		
Day:					Date :		
Monday, 60 m	inutes				14th March, 2022		
Tuesday, 60 mi	nutes				15th March, 2022		
Wednesday, 60 minutes				16th March, 2022			
Thursday, 60 minutes				17th March, 2022			
Friday, 60 minutes					18th March, 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-stran	d : Money		
Indicator (code) B1.1.4.1.1							
Content standa	ard (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				
0		1.00	and one cedi by value and describe the relationship among the ovation Communication and Collaboration Personal Development				
and Leadership		. //			and Collaboration	Personal Development	
Keywords	<u> </u>		Coin, cedi, pesewas, note				
T. L .R. (s)			Ghana pesewa coins, 1 cedi note				
Ref: Mathema			tics curriculum Page				
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter		(new learning including		g assessment)	Plenary / Reflections	
	(preparing for learning						
Monday, 60	Learners fo		. Display th	ne various c	oins currently	What new things have	
minutes	convenient	t groups.	_		tion in Ghana and he need for	you learned today?	

Give each group a designed money 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

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?

Share lesson indicator and treat key words with learner.

monetary transaction. Learners touch feel and say the features of each coin





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

Differentiated Lessons Low Ability Learners

Present learners with some pesewa coins

to identify and tell the differences in value.

High Ability Learners

 Present learners with coins to tell how much more is one coin bigger/smaller than the other.

Assessment: have learners to practice with more examples

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.

Tuesday, 60 minutes

Learners form convenient groups. Give each group a designed money 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

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?

Share lesson indicator and treat key words with learner.

State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1





Differentiated Lessons Low Ability Learners

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.

High Ability Learners

• Task learners to make different sets of coins that make up 1cedi.

Assessment: have learners to practice with more examples

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.

Wednesday, 60 minutes

Learners form convenient groups. Give each group a designed money 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

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?

Share lesson indicator and treat key words with learner.

State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1





Differentiated Lessons Low Ability Learners

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.

High Ability Learners

• Task learners to make different sets of coins that make up 1cedi.

Assessment: have learners to practice with more examples

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.

Thursday, 60 minutes

Learners form convenient groups. Give each group a designed money 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

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?

Share lesson indicator and treat key words with learner.

State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1





Differentiated Lessons Low Ability Learners

• 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.

High Ability Learners

• Task learners to make different sets of coins that make up 1cedi.

Assessment: have learners to practice with more examples

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.

Friday, 60 minutes

Learners form convenient groups. Give each group a designed money 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

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?

Share lesson indicator and treat key words with learner.

State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1





Differentiated Lessons Low Ability Learners

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.

High Ability Learners

• Task learners to make different sets of coins that make up 1cedi.

Assessment: have learners to practice with more examples

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.

WEEK NINE: LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending: 18th March, 2022						Class s	ize:
Day:					Date:		
Monday, 60 m	inutes		14th March, 2022				
Thursday, 60 m			17th N	March, 2	.022		
Period :	Period :				Lesson	1:	
2					1 of 2		
2					2 of 2		
Strand : DIVER	SITY OF MATTER			Sub-st	rand : M	1ATERIA	LS
Indicator (code	e)		B1.1.2.	2.1			
Content standa	<u> </u>		B1.1.2.		C	\sim	
Performance II	ndicator		Learne	rs can ic	dentify a	and class	sify materials as solid, liquid
			or gas	7,			
_	ncies: Creativity a Critical Thinking			ation ar	nd Collal	boratior	n Personal Development
Keywords	Keywords						
			2				
T. L .R. (s)			Picture				
Ref:		Science curricu	lum Pa	ge			
DAY	Phase 1:		Phase 2: Main Phase 3:				
	Starter		(new learning including			g	Plenary / Reflections
	(preparing the	orain	assessment)			O	, ,
	for learning)						
Monday	Hot Seat		Learners explore and list		list	What new things have you	
			materials they see in their		heir	learned today?	
	Split the class in		environment.				
	more if you hav		• In gro	• In groups, sort the			Learning progress voting:
	Elect one person from each		materials into solid, liquid o		luid or	Ask learners to show by	
	team to sit in th		gas. NE	3: To der	monstra	ite the	their fingers of 5 or 3 or 1 as to those 'who really got
facing the classroom with the board behind them.		presen	ce of ga	s, learne	ers can	it', 'got some of it' or	
	Write a word o		•	per card	•		didn't get it' respectively.
	One of the tear			and wav	e them	across	
	the student in t	he hot seat	their fa	ices.			Independent Activity/
	must help the s	tudent guess					Homework:

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- 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

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		those learners who need	
		more of a challenge	
		Assessment: let learners	
		identify and classify	
		materials as solid, liquid or	
		gas	
Thursday	Hot Seat	Learners answer the	What new things have you
,		following questions: What	learned today?
	Split the class into 2 teams, or	makes a solid different from	,
	more if you have a large class.		Learning progress voting:
	Elect one person from each	a liquid? How is a liquid	Ask learners to show by
	team to sit in the Hot Seat,	different from a gas?	their fingers of 5 or 3 or 1
	facing the classroom with the	• Learners can be engaged in	as to those 'who really got
	board behind them.	more activities to investigate	it', 'got some of it' or
	Write a word on the board.	and identify substances in	didn't get it' respectively.
	One of the team members of	the solid, liquid and gaseous	didir i get it respectively.
		states. E.g. inflating a	Indonondont Activity/
	the student in the hot seat	balloon, breathing in and	Independent Activity/
	must help the student guess	out; etc.	Homework:
	the word by describing it. They	out, etc.	
	have a limited amount of time		
	and cannot say, spell or draw	Differentiated learning	
	the word.	Ask stronger learners to	
	Continue until each team	answer some questions	
	member has described a word	first and then let learners	
	to the student in the Hot Seat.	who are struggling	
		answer similar questions.	
	DEBRIEFING :	Pair up stronger and	
	What did you like about the	, ,	
	game?	weaker learners so that	
	What did you dislike about the	stronger learners can help	
	game?	weaker ones.	
	What must your team do to	Use the remedial activities	
	win next time?	as practice for learners	
		who struggle, and the	
		extension activities for	
	Share lesson indicator and	those learners who need	
	treat key words with learner .	more of a challenge	
		inore or a challerige	

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		Assessment: let learners identify substances in the solid, liquid and gaseous states	
Vetted by :		Signature:	Date :
	A,		

WEEK NINE: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 18th March, 2022				Class size:			
Day:					Date :		
Tuesday, 60 minutes					15th March, 2022		
Thursday, 60 minutes					17th March, 2022		
Period :				Lesson:			
2		1 of 2					
2				2 of 2			
Strand : ALL AROUND US				Sub-strand: Plants and Animals			
Indicator (cod	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.							
Voyayords			Observe, environment, forest, trees, grassland, rubber,				
Keywords			decoration				
T. L .R. (s)			Films, pictures, internet, charts paper, pencils, computer,				
1. L.N. (5)			projector,				
Ref: Our World Ou		r People curriculum Page					
			сор.с	carricar	a aBc		
DAY	Phase 1:		Phase 2	: Main		Phase 3:	
	Starter		(new learning including			Plenary / Reflections	
	(preparing the brain		assessment)		G		
for learning)							
Tuesday	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 go on a nature walk to		nature walk to	What new things have	
			different plants in the			you learned today?	
			environment. Learner watch films/pictures of plants in the environment to			Learning progress voting:	
					lms/pictures of	Ask learners to show by their fingers of 5 or 3 or 1	
					rironment to	as to those 'who really	
			show forest trees, grassland, got it', 'got some of it' or maize, cocoa, shea butter trees, didn't get it' respectively.				
		a word on the board.		mangoe	s, to enable		
		One of the team members of		s underst	and that	Independent Activity/	
	the student in the hot seat					Homework:	

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

different plants live in different environments.

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: Let learners identify different plants in the 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.

Independent Activity/ Homework:

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 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

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.

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling answer similar questions.

• Pair up stronger and weaker learners so that

word to the student in the	stronger learners can help	
Hot Seat.	weaker ones.	
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	
Share lesson indicator and treat key words with learner .	Assessment: Let learners identify different plants in the environments and their uses	

Vetted by :	Signature:	Date :	

WEEK NINE: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 1	8th March, 2022				Class size:	
Day:			Date:			
Tuesday, 60 mir	nutes			15th March, 2022		
Thursday, 60 minutes				17th	March, 2022	
Period :				Less	on :	
2				1 of :	2	
2				2 of :	2	
Strand : History	as a Subject	S	Sub-	stran	d: Community History	
Indicator (code)		B1.1.4	.2.1			
Content standa	rd (code)	B1.1.4	.2.			
Performance In	dicator	Learne	ers ç	an st	ate the similarities and differences	
		betwe	en t	he co	mmunities where learners live.	
Core Competen	cies: Creativity and Innovation Commu	unication	and	d Colla	aboration Personal Development	
and Leadership	Critical Thinking and Problem Solving.	~ ()-				
Varranda				-1		
Keywords		pictures, television set, video machine or projector,				
T D (a)		CD player, computer or laptop, modem. historical site				
T. L .R. (s)	110.5					
Ref:	History curriculur	n Page				
DAY	Phase 1:	Phase	2: N	1ain	Phase 3:	
	Starter	(new le	earn	ing	Plenary / Reflections	
	(preparing the brain	includi	including			
	for learning)	assessi	men	ıt)		
Tuesday, 60	Hot Seat	Learne	ers s	ketch	What new things have you	
minutes		what they have			learned today?	
	Split the class into 2 teams, or	seen on their visit.		sit.		
	more if you have a large class.				Learning progress voting:	
	Elect one person from each team	Differe		ited	Ask learners to show by their	
	to sit in the Hot Seat, facing the	learning			fingers of 5 or 3 or 1 as to	
	classroom with the board behind		1.		those 'who really got it', 'got	
	them. Write a word on the board. One of	some			Some of it of didn't get it	
	the team members of the student	first ar	-		<i>,</i>	
	in the hot seat must help the	learne				
	student guess the word by	strugg			Homework:	
	Judacii gaess the word by	- 00			HOHICWOIK.	

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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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

Assessment: let learners sketch what they have seen on their visit

What new things have you learned today?

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 answer similar questions.

 Pair up stronger and weaker learners so that stronger learners can help weaker ones. 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:

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.

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.

DEBRIEFING:

What did you like about the game?

	What did you dislike about the	Use the remedial	
	game?	activities as	
	What must your team do to win	practice for	
	next time?	learners	
		who struggle, and	
		the extension	
	Share lesson indicator and treat	activities for	
	key words with learner .	those learners who	
	,	need more of a	
		challenge	
		Assessment: let	
		learners sketch	
		what they have	
		seen on their visit	
/attack by	Cia	5	Data
/etted by :	Sig	nature:	Date :
/etted by :	Sig	nature:	Date :
/etted by :	Sig	nature:	Date :
etted by :	Sig	nature:	Date :
/etted by :	Sig	nature:	Date :
/etted by :	Sig	nature:	Date :
/etted by :	Sig	nature:	Date :
/etted by :	Sig	nature:	Date :
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etted by :	Sig	nature:	Date :
etted by :	Sig	nature:	Date :

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 1	8th March, 202	22				Class	s size:
Day:					Date :		
Monday, 60 minutes				14th March, 2022			
Wednesday, 60	minutes				16th	March	n, 2022
Period :					Lesso	n :	
2					1 of 1		
2					1 of 1		
Strand: VISUAL	ARTS, PERFORM	/ING ARTS		Sub-st	rand :	Displa	ying and Sharing
Indicator (code)			B1 1.3	.4.2		B1	2.3.5.1
Content standa	rd (code)		B1 1.3	.4.		B1	2.3.5.
Performance In	dicator		•	Learne	rs can	plan f	or a display of own visual artworks
				to sha	re cre	ative	experiences based on ideas that
				reflect	the na	atural	and manmade environments in the
				local c	ommu	nity	
			•	Learne	rs can	perfor	m or present own artworks to share
			. \	own c	eative	exper	iences of performing artworks that
			reflect the history and culture or way of life of people				
			in the local community				
I =	· ·			Communication and Collaboration Personal Development			
and Leadership	Critical Thinking	g and Problem	Solving	.			
Keywords		///					
Reywords							
T. L .R. (s)			Picture	 es			
Ref:		Creative Arts					
DAY	Phase 1:		Phase	2: Main			Phase 3:
	Starter		(new l	earning	includ	ing	Plenary / Reflections
	(preparing th	e brain	assess	_		Ü	
	for learning)		,				
Monday, 60	Hot Seat		Learne	ers are t	0:		What new things have you
minutes			🛭 cleai	n the cla	ssroor	n or	learned today?
	Split the class	s into 2	availal	ole spac	e and		
	teams, or mo	•		se it for			Learning progress voting:
	have a large	class.	exhibi				Ask learners to show by their
							fingers of 5 or 3 or 1 as to those

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

☑ plan the arrangement of own artworks to share, educate and inform the public on the natural and manmade environments in the local community

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

'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

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.

Learners are to:

watch a video or live performance of music, dance and drama on the culture of the local community;
 plan to perform some of the music, dance and

Plan to perform some of the music, dance and drama performed during a festival; 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:

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

☑ 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

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

Vetted by :	 Signature:	Date :

WEEK NINE: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 18	3th March, 2022				Class size:		
Day:			Date :				
Friday, 60 minutes			18th March, 2022				
Period :				Les	son :		
2				1 o	f 1		
Strand : God, His	Creation and Attribu	ites		Sub-strai	nd : God the Creator		
Indicator (code)			B1. 1	.1.1.3:			
Content standar	d (code)		B1. 1	.1.1.			
Performance Ind	licator		Learr	ners can e	xamine some attributes of God		
· ·	cies: Creativity and Inc Critical Thinking and P		nicatio	on and Col	laboration Personal Development		
Keywords			-0	5,			
T. L .R. (s)		7	Pictu	res			
Ref:		RME curriculum	Page				
DAY	Phase 1:		Phas	e 2: Main	Phase 3:		
	Starter		(new	learning	Plenary / Reflections		
	(preparing the brai	n	inclu				
	for learning)		assessment)				
Friday, 60	Hot Seat		Let le	earners ro	e What new things have you		
minutes			play	the follow	ing learned today?		
	Split the class into 2		activities:				
	more if you have a	J	- hor	me:	Learning progress voting:		
	Elect one person fr		- school:		Ask learners to show by their		
	to sit in the Hot Sea	, .	teach	ners and	fingers of 5 or 3 or 1 as to		
	classroom with the	board benind	learn	iers	those 'who really got it', 'got some of it' or didn't get it'		
	Write a word on the board. One of the team members of the student			onstrate c	respectively.		
				ove amon	g		
in the hot seat must help the student guess the word by			them	rselves	Independent Activity/		
					Homework:		
	describing it. They	have a limited	Diffe	rentiated			
	amount of time and	• •	learn	ing			
	spell or draw the w	ord.					

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	Continue until each team member	Ask stronger	
	has described a word to the	learners to answer	
	student in the Hot Seat.	some questions	
		first and then let	
	DEBRIEFING:	learners who are	
	What did you like about the game?	struggling	
	What did you dislike about the	answer similar	
	game?	questions.	
	What must your team do to win next time?	Pair up stronger	
	next time:	and weaker	
		learners so that	
	Share lesson indicator and treat	stronger learners	
	key words with learner .	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	
		Assessment: let	
	Al.	learners mention	
		some attributes of	
		God	

Vetted by :	Signature:	Date :

WEEK NINE: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 18th March, 2022			(Class size:				
Day:			[Date :				
Friday, 60 m	inutes		1	18th March, 2022				
Period :			L	Lesso	on :			
2			1	1 of :	1			
Strand: MO	TOR SKILLS AI	ND MOVEMENT	Sub-strand	d : M	ANIPULATIVE SKILL	S		
PATTERNS								
Indicator (co	ode)	B1.1.2.1.6						
Content star	ndard (code)	B1.1.2.1.						
Performance	e Indicator	Learners can catc	h a flying ba	all ab	ove the head.			
-		•		nicati	on and Collaboration Po	ersonal Development and		
Leadership C	Critical Thinkir	ng and Problem Sol	lving.					
Keywords				-()-			
T. L .R. (s)		Balls						
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asses	essme	ent)	Plenary / Reflections		
	(preparing		J		•			
	the brain							
	for							
	learning)							
Friday, 60	Learners	Lead learners thro	ough warm	ups	activities.	What new things have		
minutes	jog round a	Demonstrate how	v to catch a	flyin	g ball by stretching the	you learned today?		
	demarcate	arms forward, fin	gers opened	d wit	h thumbs and index			
	d area in	fingers close to ea	ach other. Le	et le	arners throw a ball	Learning progress		
	files while	and step forward	to catch it.			voting: Ask		
	singing and	Guide learners in	pairs to thro	row a	nd catch flying balls in	learners to show by		
	clapping to	turns whiles you	observe and	d give	e feedback.	their fingers of 5 or 3 or 1 as to those 'who		
	warm-up	Organise a handb	all, basketba	oall o	r netball mini game for	really got it', 'got some		
	the body	learners to apply	the skills in	a rea	al-life situation with	of it' or didn't get it'		
	for	fun and enjoymer	nt. End the l	lesso	n with cool down			
	maximal	activities						
			nt. End the l	lesso	n with cool down	respectively.		

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	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		
	1	I	

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Signature: Date:

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WEEK NINE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 18th March, 2022				Cla	ss size:	
Day :				Da	te :	
Period :				Les	son :	
2				1 0		
2				10		- / /
2				10	f 1	○ `
Strand: Writing			!	Sub-stra	nd : W	riting Letters-Small and Capital
				. 13		
Indicator (code)			B1.3.2	2.1.1		
Content standar	rd (code)		B1.3.2	.1.		
Performance Inc	dicator			Learners should combine strokes to		
			form shaps.			
•	•		nunicati	ion and (Collabo	oration Personal Development and
Leadership Critic	cal Thinking and Pr	oblem Solving.				
Keywords						
•						
T. L .R. (s)	10		Manila cards, markers, recorded audios visual			
Ref:	191	Ghanaian Langua	age curriculum			
DAY	Phase 1:		Phase	Phase 2: Main		Phase 3:
	Starter		(new learning			Plenary / Reflections
	(preparing the bra	ain	including			
for learning)		assessment)				
Cover Up			w stroke		What new things have you	
Learners in convenient groups.			on paper		learned today?	
			the pap		Learning progress vetings	
	1. Write a word on the board.			ers and le		Learning progress voting: Ask learners to show by their
	2. Cover all the le			to trace		fingers of 5 or 3 or 1 as to those
	first one, beginnir	•		es of line	s to	'who really got it', 'got some of
	to the right, and a	ask pupils to	form shapes.			it' or didn't get it' respectively.

WHATSAPP ONLY 0245350591 make the sound of the letter • Let each learner which is not covered. Independent Activity/ show his/her work 3. Do this until the sounds of all Homework: to the class and the individual letters have been discuss it. made by pupils. 4. Run your finger under the word Assessment: let for pupils to blend the sounds to learners combine read strokes to form 5. The pupil who blend the sounds shapes to read wins the game. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Onset and Rime Game** • Draw strokes of What new things have you learned today? lines on papers. Learners in convenient groups. • Give the papers to Learning progress voting: learners and lead 1. Write onsets and rime of words Ask learners to show by their them to trace the (e.g. ink words) on cards. fingers of 5 or 3 or 1 as to those strokes of lines to 2. Mix the cards up and place 'who really got it', 'got some of form shapes. them on a table or in a bowl in it' or didn't get it' respectively. • Let each learner front of the class. show his/her work 3. A pupil picks a card. If s/he picks Independent Activity/ to the class and an onset, s/he searches for a card Homework: discuss it. with a rime and vice versa. S/he then puts the two cards together Assessment: let and blends the sounds to read the word and writes the word on the learners combine board. strokes to form That particular onset is put aside. shapes Example S ink Sink

The team that is able to read and write more words becomes the winner. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and treat key words with learner. **Cover Up** Draw strokes of What new things have you learned today? lines on papers. Learners in convenient groups. Give the papers to Learning progress voting: learners and lead 1. Write a word on the board. Ask learners to show by their them to trace the 2. Cover all the letters except the fingers of 5 or 3 or 1 as to those strokes of lines to first one, beginning from the left 'who really got it', 'got some of form shapes. to the right, and ask pupils to it' or didn't get it' respectively. Let each learner make the sound of the letter show his/her work Independent Activity/ which is not covered. to the class and 3. Do this until the sounds of all Homework: discuss it. the individual letters have been made by pupils. 4. Run your finger under the word Assessment: let for pupils to blend the sounds to learners combine read strokes to form 5. The pupil who blend the sounds shapes to read wins the game. **DEBRIEFING:** What did you like about the game? What did you dislike about the game? What must your team do to win next time?

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	Share lesson indicator and treat		
	key words with learner .		
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WEEK TEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 25th March, 2022			Class size	e:	
Day:		Date	::		
Monday, 60 minutes		21st	March, 20	22	
Tuesday, 60 minutes			22nd March, 2022		
Wednesday, 60 minutes		23rd	March, 20	22	
Thursday, 60 minutes		24th	24th March, 2022		
Friday, 60 minutes		25th	March, 20	22	
Period :		Less	on :		
2		1 of	1		
2		1 of	1		
2		1 of	1		
2		1 of	1		
2		1 of	1		
Strand :	Su	b-strand	:		
A. Oral Language		A. Liste	ning Comp	rehension	
B. Reading		B. Com	prehension		
C. Writing		C. Writ	ing Simple '	Words and Sent	ences
D. Using Writing Conventions		D. Usin	g Simple Pr	epositions	
E. Extensive Reading		E. Build	ding the Lov	e and Culture o	f Reading
Indicator (code)	B1.1.7.1.1	B1	.2. 7.1.1.	B1.4.5.1.1	
		B1	.5.7.1.1.	B1.6.1.1.1	
Content standard (code)	B1.1.7.1.	B1	.2. 7.1.	B1.4.5.1.	B1.5.7.1
	B1.6.1.1.				
Performance Indicator				nd reproduce n	
		arners ca		ustrations, text	-
		0 ,	and contex	t to make inf	erences and
	•	edictions			
				st of objects in t	
			•	and use prepos	
				indicate position	
				rariety of age –	appropriate
			exts from p		1
Core Competencies: Creativity and Innovation C and Leadership Critical Thinking and Problem So		tion and C	ollaboratio.	n Personal Deve	eiopment
and Leadership Childar Hilliking and Problem 50	ivilig.				
Keywords					
•	<u> </u>				

T. L .R. (s)			Word cards, sentence cards	, letter cards, handwriting on a	
		manila card and a class library.			
Ref:	E	nglish Lang	ruage curriculum Page		
Monday, 60 minutes	Phase 1: Starter (preparing the brain for learning) Cover Up Learners in convenient groups. 1. Write a word on the least of the left to the right, and pupils to make the soft the letter which is not covered. 3. Do this until the soft all the individual letter been made by pupils to make the soft all the individual letter been made by pupils to be sounds to read to read to read to read to read wins to game. DEBRIEFING What did you like above	nt he board. rs except ing from and ask ound of ot ounds of ers have her the end the the	Phase 2: Main (new learning including assessment) A. ORAL LANGAUGE • 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	Phase 3: Plenary / Reflections 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:	
	game? What did you dislike about the game? What must your team do to win next time? Share lesson indicator and		Assessment: let learners listen to and reproduce narrative texts		

	Y 0245350591	D DEADING	l wa
Tuesday, 60	Cover Up	B.READING	What new things have you
minutes		Let learners use	learned today?
	Learners in convenient	illustrations, text and	
	groups.	context clues to make	Learning progress voting:
		predictions before, during	Ask learners to show by their
	1. Write a word on the board.	and after reading to	fingers of 5 or 3 or 1 as to
	2. Cover all the letters except	enhance comprehension	those 'who really got it' , 'got
	the first one, beginning from	of text	some of it' or didn't get it'
	the left to the right, and ask		respectively.
	pupils to make the sound of	Assessment: let learners	
	the letter which is not	use illustrations, text clues	Independent Activity/
	covered.	(title, headings) and	Homework:
	3. Do this until the sounds of	context to make	
	all the individual letters have	inferences and predictions	
	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.		
	DEBRIEFING		
	What did you like about the	\	
	game?		
	What did you dislike about		
	the game?		
	What must your team do to		
	win next time?		
	Share lesson indicator and		
	treat key words with learner .		
		0.14(0)(7)(0)	and a state of
Wednesday,	Writing Chain	C. WRITING	What new things have you
60 minutes	(Penmanship activity)	Guide learners with	learned today?
		questions to talk about	
	Learners in convenient groups	the various areas or	Learning progress voting:
	e.g (Group A & B) observe/	places in the school e.g.	Ask learners to show by their
	perceive a card with an	head teacher's office,	fingers of 5 or 3 or 1 as to
	inscription (a pattern or a	canteen etc.	those 'who really got it' , 'got
	letter)		

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!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner.

- 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.

Assessment: let learners make a list of objects in the school

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Thursday, 60 minutes

Memory

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

D.WRITING CONVENTIONS AND GRAMMAR USAGE

- 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

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:

	0243330331		
t	Share lesson indicator and treat key words with learner .	simple and meaningful sentences. Assessment: let learners use prepositions in oral and written language to indicate position. E.EXTENSIVE READING	What new things have you
minutes L g t t t t v s s s g v t v s t v t v	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 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. Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?	 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. Assessment: let learners read a variety of age – appropriate books and texts from print 	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:

WHATSAPP ONL	Y 0245350591	
	Share lesson indicator and	
	treat key words with learner .	

Signature: Date:

Vetted by :.....

WANTE SCHOOL STATE OF THE SCHOOL SCHO

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending:	25th March, 20	022			Class size:	
Day:				Date :		
Monday, 60 minutes			21st March, 2022			
Tuesday, 60 mir	nutes			22nd March, 2022		
Wednesday, 60	minutes			23rd N	March, 2022	
Thursday, 60 mi	inutes			24th March, 2022		
Friday, 60 minu	tes			25th N	March, 2022	
Period :				Lesson	n:	
2				1 of 5		
2				2 of 5		
2				3 of 5		
2				4 of 5		
2				5 of 5		
Strand: Algebra	3		Sub-sti	rand : Pa	atterns and Relat	cionship
Indicator (code)		B1.2.1.1.1	Ĺ		
Content standa	rd (code)		B1.2.1.1.	1.		
Performance In	dicator		Learners	rs can demonstrate an understanding of repeating		
			1 -	s with 2 to 4 repeating elements		
				n and C	collaboration Pers	sonal Development
and Leadership	Critical Thinkin	g and Problem Solvi	ing.			
Keywords			Patterns,	order, s	hapes, number	
				ŕ		
T. L .R. (s)			Numeral	cards 1	– 9 (at least 20 o	f each numeral)
Ref:		Mathematics curri	iculum Pa	ge		· · · · · · · · · · · · · · · · · · ·
DAY	Phase 1:		Phase 2: I	Main		Phase 3:
	Starter		(new learning including Plenary / Reflection		Plenary / Reflections	
	(preparing the	e brain	assessme	nt)		
	for learning)					
Monday, 60	1. Learners form convenient Identifyi			g, dupli	cating,	What new things
minutes groups. extendi			_		ating a simple	have you learned
	1	group a number		•	atterns (1, 2, 3,	today?
	chart/Bingo g	rid) with 2 to 4	
			repeating	elemer	its,	Learning progress
						voting:

4	1	6	- shape patterns (e.g. ?
5	7	40	★ ? ? ★ ? ?) with 2 to 4
3	16	13	repeating elements,
10	14	2	
42	19	36	Differentiated Lessons
18	25	35	Low Ability Learners
			Working in pairs, let them
	•		continue these
			natterns 111 112 113

- 3. Groups study the number chart / Bingo grid
- 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.

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.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner.

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

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

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 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.

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.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?

Identifying, duplicating, extending or creating a simple
- number patterns (1, 2, 3, 4, 1, 2, 3, 4... ___) with 2 to 4 repeating elements,

- shape patterns (e.g. ② ② ★ ② ② ★ ② ② …) with 2 to 4 repeating elements,

Differentiated Lessons
Low Ability Learners
• Working in pairs, let them
continue these
patterns.

323, 323, 323 541, 542, 543

High Ability Learners

 Working in pairs, they create two number patterns on their own

Assessment: have learners to practice with more examples

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:

WHATSAFF ONL	3. Has the your life identify some position?	ere been a s where you h something a P How did you sson indicato ds with learn	nave to nd it ou do it? or and treat		
Wednesday, 60 minutes	groups. 2. Give e chart/Bir		number	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	What new things have you learned today? Learning progress voting:
	4	1	6	down, clap, stand up, sit down,	Ask learners to show
	5	7	40	clap) with 2 to 4 repeating	by their fingers of 5
	3	16	13	elements. –	or 3 or 1 as to those
	10	14	2	Differentiated Lessons	'who really got it', 'got some of it' or
	18	19 25	36	Low Ability Learners	didn't get it'
	10	23	35	Present 3 repeating element	respectively.
	3. Groups study the number chart / Bingo grid 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. 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.	High Ability Learners Move forward one, move backward two, move forward three up to nine (9) Assessment: have learners to practice with more examples	Independent Activity/ Homework:		

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

Thursday, 60 minutes

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

4	1	6
5	7	40
3	16	13
10	14	2
42	19	36
18	25	35

- 3. Groups study the number chart / Bingo grid
- 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

Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,

???????????

2 4 6 2 ___ 6)

Differentiated Lessons Low Ability Learners

• Give out the four 2D shapes to them.

Working in pairs, have learners use the 2D shapes to make patterns with the coloured cut-out shapes.

High Ability Learners

 Working in pairs, let learners draw their own shapes, make patterns with them and 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:

numbers and shouts bingo, wins a point.

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.

DEBRIEFING

- I. How was the game? What makes it so?
- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner.

colour them.

Assessment: have learners to practice with more examples

Friday, 60 minutes

- 1. Learners form convenient groups.
- 2. Give each group a number chart/Bingo grid

1	6
7	40
16	13
14	2
19	36
25	35
	7 16 14 19

Identifying and describing errors or missing elements in number, shape, sound or action patterns with 2 to 4 repeating elements (e.g.,

333333333333

2 4 6 2 ___ 6)

Differentiated Lessons Low Ability Learners

 Arrange 2D shapes for them to identify the error. They should work in pairs. 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.

- 3. Groups study the number chart / Bingo grid
- 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.

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,

DEBRIEFING

I. How was the game? What makes it so?

top and down of the number.

- 2. How were you able to identify the numbers mentioned?
- 3. Has there been a situation in your life where you have to identify something and it position? How did you do it?

Share lesson indicator and treat key words with learner .

High Ability Learners

• Learners work in pairs. Present to them the four 2D shapes. Learners make their own pattern, make mistakes and the other learner identify them.

Assessment: have learners to practice with more examples

Independent
Activity/ Homework:

Vetted by : Sign	nature:	Date :
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WEEK TEN: LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:	25th March, 2022			Cla	ss size:	
Day:			Date :			
Monday, 60 minutes				21st Marcl	n, 2022	
Thursday, 60 minutes				24th Marc	h, 2022	
Period :				Lesson:		
2				1 of 2		
2			2 of 2			
Strand : DIVERS	SITY OF MATTER	Sub-strand : MATERIALS				
Indicator (code)	B1.1.2.3	3.1			
Content standa	rd (code)	B1.1.2.3	3.	9)	
Performance In	dicator	Learne	s can de	emonstrate	understanding that a mixture is	
		two or	more ob	ects or mat	erials put together	
Core Competer	ncies: Creativity and Innovation	Commun	ication a	nd Collabor	ation Personal Development	
and Leadership	Critical Thinking and Problem S	Solving.	()-			
			$\overline{}$			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curric	culum Pa	ulum Page			
DAY	Phase 1:	Phase 2	Phase 2: Main		Phase 3:	
	Starter		arning in	cluding	Plenary / Reflections	
	(preparing the brain		assessment)			
	for learning)					
Monday, 60	Hot Seat	• Prese	nt severa	al different	What new things have you	
minutes		materials to the groups such learned today?			learned today?	
	Split the class into 2 teams,		sand, wa	ater, saw du	st,	
	or more if you have a large		milo, salt, sugar, milk powder, Learning progress			
class.					Ask learners to show by	
Elect one person from each					_	
	team to sit in the Hot Seat,		combine the materials in any as to those proportion, two at a time, e.g. it', 'got son			
	facing the classroom with the board behind them.					
Write a word on the board.		gari and sand; milo and milk didn't get it' respectiv powder; sugar and water etc.				
	One of the team members		and describe what happens in Independent Activ			
			se.		Homework:	
	seat must help the student					
	Jeac mase 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.

DEBRIEFING:

win next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to

Share lesson indicator and treat key words with learner

- 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.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners who
are struggling
answer similar questions.

- 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

Assessment: let learners give names to the combinations they have formed.

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.
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

• Provide learners with samples of mixtures, e.g. a mixture of different coloured beads, a mixture of chocolate pellets of different colours to separate.

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

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:

describing it. They have a	ending substances may look
limited amount of time and	different from each other
cannot say, spell or draw the	
word.	Differentiated learning
Continue until each team	Ask stronger learners to
member has described a	answer some questions
word to the student in the	first and then let learners who
Hot Seat.	are struggling
	answer similar questions.
DEBRIEFING :	 Pair up stronger and weaker
What did you like about the	learners so that
game?	stronger learners can help
What did you dislike about	weaker ones.
the game?	 Use the remedial activities as
What must your team do to	practice for learners
win next time?	who struggle, and the
	extension activities for
	those learners who need more
Share lesson indicator and	of a challenge
treat key words with learner	
	Assessment: let learners give
	examples of different mixtures

Vetted by :	Signature:	Date :

WEEK TEN: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 25th March, 2022			Class size:				
Day:			Date:				
Tuesday, 60 minutes			22nd March, 2022				
Thursday, 60 minutes			24th Ma	rch, 20	22		
Period :				Lesson:			
2				1 of 2			
2			2 of 2				
Strand: ALL ABOUT US		Sub-strand : Plants and Animals					
Indicator (co	de)		B1.2.2.2	2.1		-//	
Content stan	dard (code)		B1.2.2.2	2.	C	V	
Performance	Indicator		Learner	s can ide	entify diffe	erent ar	nimals in the environments
			and the	ir uses			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					Personal Development		
Keywords			observe	e, environ	ment, for	est, tre	es, grassland, rubber,
			decoration.				
T. L .R. (s)			Films, pictures, internet, charts paper, pencils, computer,				
			projector,				
Ref: Our World Ou		r People curriculum Page					
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter		(new learning including				Plenary / Reflections
	(preparing the	brain	assessm	assessment)			
	for learning)						
Tuesday	Tuesday Hot Seat		Use school and community		У	What new things have	
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		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.		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.			

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: Let learners mention different animals in the environments

Independent Activity/ Homework:

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 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

Continue until each team member has described a

Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.

Note

Learners collect and share information about animals from the internet, parents, books

Differentiated learning
Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

• Pair up stronger and weaker learners so 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:

word to the student in the Hot Seat.	stronger learners can help weaker ones.
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	activities for those learners who need more of a challenge
Share lesson indicator and treat key words with learn	

Vetted hv ·	Signature:	Date ·

WEEK TEN: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 2	25th March, 2022				Class	size:
Day:				Date :		
Tuesday, 60 minutes				22nd March, 2022		
Thursday, 60 mi	nutes			24th [March	, 2022
Period :				Lessor	n:	
2				1 of 2		
2				2 of 2		
Strand : History	as a Subject		Sub-s	trand:	Comn	nunity History
Indicator (code)			B1.1.4.2.1			
Content standar	rd (code)		B1.1.4.2.			
Performance Inc	dicator		Learners ca	n state	e the	similarities and differences
			between the	e comm	unitie	s where learners live.
	cies: Creativity and Critical Thinking an			d Collab	borati	on Personal Development
Keywords			pictures, tel	evision	set, vi	deo machine or projector, CD
		7	player, computer or laptop, modem.			
T. L .R. (s)			historical site			
Ref:		History curriculu	m Page			
DAY	Phase 1:		Phase 2: Main			Phase 3:
	Starter	71	(new learning including		ding	Plenary / Reflections
	(preparing the br	ain	assessment)			
	for learning)					
Tuesday, 60	Hot Seat		Compare sketches			What new things have you
minutes			-			learned today?
	Split the class into		historical sites from			
	more if you have		other comm	iunities.		Learning progress voting:
	Elect one person		Differentiate	ed learn	ning	Ask learners to show by their fingers of 5 or 3 or 1 as
to sit in the Hot Seat, facing the classroom with the board behind				to those 'who really got it',		
them.		answer som			'got some of it' or didn't get	
Write a word on the board. One		first and the	•		it' respectively.	
of the team members of the		learners who are		, ,		
	student in the ho	t seat must help	struggling			Independent Activity/
	the student gues	s the word by	answer simi	lar		Homework:
	describing it. The	y have a limited	questions.			

WHATSAPP ONLY 0245350591 amount of time and cannot say, • Pair up stronger and spell or draw the word. weaker learners so that Continue until each team stronger learners can member has described a word to help weaker ones. the student in the Hot Seat. • Use the remedial activities as practice for learners **DEBRIEFING:** who struggle, and the What did you like about the extension activities for game? those learners who What did you dislike about the need more of a game? challenge What must your team do to win next time? Assessment: let learners state the similarities and Share lesson indicator and treat differences between key words with learner. the communities where learners live. Thursday, 60 **Hot Seat** Compare sketches What new things have you minutes drawn with pictures of learned today? historical sites from Split the class into 2 teams, or other communities. more if you have a large class. Learning progress voting: Elect one person from each team Ask learners to show by Differentiated learning their fingers of 5 or 3 or 1 as to sit in the Hot Seat, facing the classroom with the board behind Ask stronger learners to to those 'who really got it', them. answer some questions 'got some of it' or didn't get first and then let Write a word on the board. One it' respectively. learners who are of the team members of the struggling student in the hot seat must help Independent Activity/ answer similar Homework: the student guess the word by questions. describing it. They have a limited Pair up stronger and amount of time and cannot say, weaker learners so that spell or draw the word. stronger learners can Continue until each team help weaker ones. member has described a word to Use the remedial the student in the Hot Seat.

activities as practice for

who struggle, and the

extension activities for

those learners who

need more of a

challenge

learners

DEBRIEFING:

game?

game?

What did you like about the

What did you dislike about the

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WEEK TEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending:	25th March, 2022				Class size:		
Day:	Day:				Date :		
Monday, 60 minutes				21st March, 2022			
Wednesday, 60) minutes			23rd M	arch, 2022		
Period :				Lesson			
2				1 of 2			
2				2 of 2			
Strand : VISUA	L ARTS		Sub-stra	nd : Disp	laying and Sharing		
Indicator (code	e)	B1 1.3.5.	1				
Content standa	ard (code)	B1 1.3.5.		(
Performance In	ndicator	• L6	earners ca	ın exhibit	own artworks to share own creative		
		e	xperience	s of visua	I artworks that reflect the history and		
		CI	ulture or w	vay of life	e of people in the local community		
		• Le	earners c	an repor	t own views and feelings about the		
		di	isplayed	performi	ng artworks and suggest how the		
			tworks can be modified or improved				
-	•	ation Communication and Collaboration Personal Development					
and Leadership	Critical Thinking and Prob	lem Solvin	g.				
Keywords							
	dr						
T. L .R. (s)		Pictures					
Ref:	Creative Ar	ts curriculu	ım				
DAY	Phase 1:	Phase 2:	Phase 2: Main Phase 3:				
	Starter	(new learning including Plenary / Reflections			Plenary / Reflections		
	(preparing the brain	assessment)					
for learning)							
Monday, 60	Hot Seat	Learners	are to:		What new things have you		
minutes	es Split the class into 2 artworks to educate				isual learned today?		
		to educat		I a a una lun a una a una a una altimati			
teams, or more if you have a large class.		•	c on the h	•	Ack learners to show by		
	Elect one person from	culture o	f people i	n the loca	their fingers of 5 or 3 or 1 as		
	each team to sit in the	commun	ity		to those 'who really got it',		
	Hot Seat, facing the				to those who really got it,		
	dead, rading 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.

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

'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Learners are to:

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

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

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:

Wednesday,

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.

DEBRIEFING:
What did you like about the game?
What did you dislike about the game?

What must your team

do to win next time?

Share lesson indicator and treat key words with learner.

Suggested Process/Steps

Italk 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,

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

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WhatsApp etc..

WEEK TEN: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 25th March, 2022				Class size:			
Day:				Date :			
Friday, 60 minut	es				25th March, 2022		
Period :					Lesso	n :	
2					1 of 1	L	
Strand : God, His	s Creation and Attri	ibutes		Sub-s	trand	: God t	the Creator
Indicator (code)			B1. 1.				
Content standar			B1. 1.				
Performance Inc	dicator		Learn	ers car	n exam	nine so	me attributes of God
Core Competen	cies: Creativity and	Innovation Comm	ı nunicati	ion and	d Colla	borati	on Personal Development and
	cal Thinking and Pro			10			·
Keywords				7)	>		
T. L .R. (s)		-	Pictur	es			
Ref:		RME curriculum	Page				
DAY	Phase 1:		Phase	2: Ma	iin		Phase 3:
	Starter		(new learning including Plenary / Reflections				Plenary / Reflections
	(preparing the br	ain	assessment)				
	for learning)						
Friday, 60	Hot Seat						What new things have you
minutes	Cally the above to	. 21		Let learners role play			learned today?
	Split the class into		the following activities: - community: visits to			Learning progress voting:	
	more if you have Elect one person	_			ts to	Learning progress voting: Ask learners to show by their	
	to sit in the Hot S			ospital			fingers of 5 or 3 or 1 as to
	classroom with th	•	orpha	inage,	etc		those 'who really got it', 'got
them.					some of it' or didn't get it'		
Write a word on the board. One of the team members of the			entiate		_	respectively.	
			ronge		iers		
student in the hot seat must help		to answer some Independent Activity/		•			
the student guess the word by		questions Homework:		Homework:			
	describing it. The	•		na the ers wh			
	amount of time a spell or draw the	•			o are		
	J spen or draw the	woru.	strug	Siirig			

Continue until each team member has described a word to the student in the Hot Seat.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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
 Assessment: let learners mention some

attributes of God

Vetted by :	Signature:	Date :

WEEK TEN: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 25th March, 2022			Class size:				
Day:				Date :			
Friday, 60 m	inutes			25th March, 2022			
Period :				Less	son:		
2				1 of	1		
Strand: MO	TOR SKILLS A	ND MOVEMENT	Sub-strand	d : N	MANIPULATIVE SKILLS	S	
PATTERNS							
Indicator (co	ode)	B1.1.2.1.7					
Content star	ndard (code)	B1.1.2.1.					
Performance	e Indicator	Learners can Kick	a stationar	ry ba			
		tivity and Innovations and Problem So		nicat	ion and Collaboration Po	ersonal Development and	
T. L .R. (s)		Balls					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing the brain for learning)	AR STORY					
Friday, 60	Learners	After warm ups, o	demonstrat	e to	learners how to kick a	What new things have	
minutes	jog round a	ball from stationa	ary. Place a	ball	at stationary, stand	you learned today?	
	demarcate	with shoulders st	raight with	the	non-kicking leg slightly		
	d area in	forward supporti	ng the body	dy's weight. Swing the leg Learning progress			
	files while	behind forward to	o kick the b	all fr	om stationary.	voting: Ask	
	singing and	Learners step forward with no			kicking leg to kick a	learners to show by their fingers of 5 or 3 or	
	clapping to	stationary ball to partners b			•	1 as to those 'who	
	warm-up	_	_		r learners to apply the	really got it', 'got some	
	the body	skills in real life fo	or fun and e	enjoy	rment	of it' or didn't get it'	
	for					respectively.	
	maximal						

WHAISAPP	JINLT 0243330	9391	
	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		
	1	I	

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WEEK TEN: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 25th March, 2022			C	Class size:		
Day:				Date :		
Period :				Lesson	<u> </u>	
2				1 of 1		
2				1 of 1		
2				1 of 1		
Strand :			Sub-	strand :	:)	
Writing Convent	ions / Usage		Inte	grating	Grammar in Written Language	
				italizatio	on)	
Indicator (code)			B1.5.1.1.1	.1.1.		
Content standar	rd (code)		B1.5.1.1.			
Performance Inc	dicator			 Learners should learn to write capital 		
			let	ters cori	rectly	
			•		arners should use capital letters to	
			wr	ite name		
			• va/r	 Learners should use capital letters to write proper nouns. 		
Core Competen	cies: Creativity and	Innovation Comm		inication and Collaboration Personal Development and		
	cal Thinking and Pro		iaincación c	aria conc	aboration refoonal bevelopment and	
Keywords						
T. L .R. (s)			Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language c			ige curricu	lum		
DAY Phase 1: Ph			Phase 2: N	/lain	Phase 3:	
Starter		(new learning Plenary / Reflections		Plenary / Reflections		
	(preparing the bra	ain	including			
	for learning)		assessmer	nt)		

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 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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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.

Assessment: let learners learn to write capital letters correctly

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:

Onset and Rime Game

Learners in convenient groups.

- 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

- 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

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:

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Assessment: let learners use capital letters to write name:

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 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.

- 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.

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:

DEBRIEFING:	Let learners use
What did you like about the	capital letters to
game?	write the proper
What did you dislike about the	nouns.
game?	
What must your team do to wir next time?	Assessment: let
next time:	learners use capital
	letters to write
Share lesson indicator and treat	t proper nouns
key words with learner .	

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WEEK ELEVEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE 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 1
Strand:	Sub-strand :
A. Oral Language	A. Listening Comprehension
B. Reading	B. Comprehension
C. Writing	C. Writing Simple Words and Sentences
D. Using Writing Conventions	D. Using Simple Prepositions
E. Extensive Reading	E. Building the Love and Culture of Reading
Indicator (code)	B1.1.7.1.2 B1.2. 7.1.2. B1.4.5.1.1
	B1.5.7.1.1. B1.6.1.1.1
Content standard (code)	B1.1.7.1. B1.2. 7.1. B1.4.5.1. B1.5.7.1
	B1.6.1.1.
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 ora
	and written language to indicate position
	E. Learners can read a variety of age – appropriate
Core Commetensies, Creativity, and Independen	books and texts from print
and Leadership Critical Thinking and Problem S	Communication and Collaboration Personal Development
and Leadership Childen Hilliking and Frobletins	oolvilig.
Keywords	
	<u> </u>

T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting on				
			a manila card and a class	s library.			
Ref:		English Lang	uage curriculum Page				
DAY	Phase 1:		Phase 2: Main	Phase 3:			
	Starter (preparing the brain for learning)	ı	(new learning including assessment)	Plenary / Reflections			
Monday, 60 minutes			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) Assessment: let learners identify and relate the sequence of events in a narrative text	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			B.READING • 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.	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:			

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.

Assessment: let learners ask and answer factual and inferential and applicative questions about levelappropriate texts

DEBRIEFING

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

Wednesday, 60 minutes

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

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!'

DEBRIEFING:

How did you help your team to win the game?

C. WRITING

- 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.

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:

WHATSAPP ONL'	1 0245350591		
	What objects in the classroom	• Let learners copy the	
	look like the strokes you traced?	edited words into their	
		books.	
	Share lesson indicator and treat		
	key words with learner .	Assessment: let	
	,	learners make a list of	
		objects in the school	
		objects in the sensor	
Thursday, 60		D.WRITING	What new things have you
minutes	Catch and pass	CONVENTIONS AND	learned today?
minutes	Catch and pass	GRAMMAR USAGE	icarrica today:
	Learners in convenient groups	GRAIVIIVIAN USAGE	Loorning progress votings
	Learners in convenient groups	Dair Is a a a d	Learning progress voting:
	of 2 or more. A member in	Pair up learners and	Ask learners to show by their
	Group A throws a ball to a	have them use the	fingers of 5 or 3 or 1 as to those
	member in Group B. The	prepositions identified	'who really got it' , 'got some of
	student who catches the ball	in simple and	it' or didn't get it' respectively.
	shouts "I catch".	meaningful sentences.	
		 Let each learner 	Independent Activity/
	A different member in Group B	write two sentences	Homework:
	mention a preposition	describing the position	
		of objects in the	
	Another member in Group B	classroom	
	uses the preposition to form a		
	sentence. The group earns a	Assessment: let	
	point for the given preposition	learners identify and	
	and correct sentence.	use prepositions in	
		oral and written	
	A member in Group B throws	language to indicate	
	the ball back to a member in	position	
	Group A and they go through	position	
	the same process until they		
	·		
	produce for example five		
	preposition		
	each plus their corresponding		
	sentences.		
	DEDDIEFING		
	DEBRIEFING		
	What did you like about the		
	game?		
	What did you dislike about the		
	game?		
	What must your team do to win		
	next time?		

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	Share lesson indicator and treat		
	key words with learner .		
Friday, 60	Cover Up	E.EXTENSIVE	What new things have you
minutes		READING	learned today?
	Learners in convenient groups.	Using book tease or	
		book talk, introduce	Learning progress voting:
	1. Write a word on the board.	the reading/ library	Ask learners to show by their
	2. Cover all the letters except	time.	fingers of 5 or 3 or 1 as to those
			'who really got it' , 'got some of
	the first one, beginning from	Have a variety of age	it' or didn't get it' respectively.
	the left to the right, and ask	appropriate books for	
	pupils to make the sound of the	learners to make a	Independent Activity/
	letter which is not covered.	choice from.	Homework:
	3. Do this until the sounds of all	Introduce picture or	
	the individual letters have been	wordless books, pop-	
	made by pupils.	up and flip-the-page	
	4. Run your finger under the	texts to learners.	
	word for pupils to blend the	Encourage them to	
	sounds to read	read individually and	
	5. The pupil who blend the	in pairs, and provide	
	sounds to read wins the game.	support and	
		encouragement.	
		circoaragement	
	Assassment		
	Assessment	Accommentiat	
	What did you like about the	Assessment: let	
	game?	learners read a variety	
	What did you dislike about the	of age – appropriate	
	game?	books and texts from	
	What must your team do to win	print	
	next time?		
	Share lesson indicator and treat		
	key words with learner .		
	,		

 Vetted by :......
 Date :

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending	g: 1st April, 202	.2				Class size	:
Day:					Date :		
Monday, 60 minutes			28th March, 2022				
Tuesday, 60 minutes			29th March, 2022				
Wednesday, 60 minutes			30th Mar	30th March, 2022			
Thursday, 60 minutes 31st March, 2022							
Friday, 60 mi	nutes	1st April, 2022					
Period: Lesson:							
2			1 of 5				
2			2 of 5				
2					3 of 5)	
2					4 of 5		
2				7.	5 of 5		
Strand : GEO	METRY AND ME	RY AND MEASUREMENT Sub-strand			: 2D and 3D	Shapes	
-	Indicator (code) B1.3.1.1.1						
Content stan	idard (code)		B1.3.1.1.				
Performance Indicator Learners can dis			can distingu	guish between attributes that define a two-			
		dimensional figure or three-dimensional figure and attributes that					
	do not define the sk			•			
					nd Collabora	ation Perso	onal Development
and Leadersh	nip Critical Think	ing and Prob	lem Solving	5.			
Varranda		1	مدينوا شدو	ainala tuiana	-1	ام مسامه	
Keywords			attribute	, circie, trianș	gie, rectang	ie, square,	corners, side
T. L .R. (s)	T. L .R. (s) Sheets of paper, color			ır pencil, cu	t-out 2D sl	napes, match box,	
	dice, chocomilo, coi			comilo, coin,	etc.		•
Ref:				m Page			
DAY	Phase 1:		Phase 2: Main				Phase 3:
	Starter		(new learning including		ng assessme	ent)	Plenary /
(preparing the brain						Reflections	
for learning)							
Monday,			Identify 3	BD objects in	the environ	ment	What new things
60 minutes	groups are giv	en 2D and	that have	e parts simila	r to a given	2D shape	have you learned today?

point.

3D shapes to manipulate (e.g., find the parts of a can or bucket that are similar to a circle with it. Learning progress 2. Learners sing the song voting: **Differentiated Lessons** "a circle is a shape..." and Ask learners to when the song end, call **Low Ability Learners** show by their Present learners with shapes to tell the out a shape and the first fingers of 5 or 3 or name. group to identify the 1 as to those 'who really got it', 'got shape correctly wins a High ability learners point. some of it' or didn't • Task learners to tell the shape they see 3. The group with the get it' respectively. highest point wins the a given 3D object. Independent game. Activity/ Assessment: have learners to practice **DEBRIEFING** Homework: with more examples 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in vour 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)? Share lesson indicator and treat key words with learner. Tuesday, Learners in convenient Identify 3D objects in the environment What new things that have parts similar to a given 2D shape have you learned 60 minutes groups are given 2D and (e.g., find the parts of a can or bucket that 3D shapes to manipulate today? are similar to a circle with it. 2. Learners sing the song Learning progress Differentiated Lessons "a circle is a shape..." and voting: Low Ability Learners when the song end, call Ask learners to • Present learners with shapes to tell the out a shape and the first show by their name. group to identify the fingers of 5 or 3 or 1 as to those 'who shape correctly wins a

High ability learners

really got it', 'got

3. The group with the highest point wins the game.

DEBRIEFING

- 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)?

Share lesson indicator and treat key words with learner.

 Task learners to tell the shape they see in a given 3D object.

Assessment: have learners to practice with more examples
Assessment: have learners to practice with more examples

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Wednesday, 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.
- 3. The group with the highest point wins the game.

DEBRIEFING

- 1. How was the game? What made it so?
- 2. How successful were you in

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)



Differentiated Lessons Low ability learners

• Present learners with a triangle to name and describe it.

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:

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)?

Share lesson indicator and treat key words with learner.

High Ability Learners

show
the features of the triangle by pointing it
out

• Task learners to draw a triangle and

to justify.

Assessment: have learners to practice with more examples

Thursday, 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.
- 3. The group with the highest point wins the game.

DEBRIEFING

- 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)?

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)



Differentiated Lessons Low Ability Learners

• Present learners with a square to name and describe it.

High Ability Learners

 Task learners to draw a square and show the features of the square by pointing it out to justify.

Assessment: have learners to practice with more examples

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:

Share lesson indicat treat key words with learner.	or and	
Friday, 60 minutes Learners in convenion groups are given 2D 3D shapes to manip with it. Learners sing the "a circle is a shape when the song end, out a shape and the group to identify the shape correctly wind point. The group with the highest point wins to game. DEBRIEFING How was the game What made it so? How successful we you in identifying the shape your What are some of places you can identifying the shapes? How will you form these shapes using a materials (stones, stopoks)? Share lesson indicated treat key words with learner.	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) Differentiated lesson Low Ability Learners Present learners with a rectangle to name and describe it. Present learners with a rectangle and show the features of the square by pointing it out to justify.	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:

verted by Date Date	Vetted by :	Signature:	Date :
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WEEK ELEVEN: LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending:	1st April, 2022					Class s	ize:
Day:			Date :				
Monday, 60 minutes				28th March, 2022		022	
Thursday, 60 m	inutes				31st M	arch, 20	022
Period :					Lesson	:	
2				1 of 2			
2			2 of 2				
Strand : CYCLES	5			Sub-st	rand : EA	RTH SC	IENCE
						. \	
Indicator (code	2)		B1.2.1.	1.1			
Content standa	rd (code)		B1.2.1.	1.		\bigcirc	
Performance In	ndicator		Learne	rs can e	xplain th	at som	e natural phenomena, such
			as day	and nigl	nt, occur	repeate	edly
•	•			cation ar	nd Collab	oration	Personal Development
and Leadership	Critical Thinking	and Problem Sol	ving.	()-			
Keywords		day, warm, shine, light, bright, moon, night, clear, colours,					
Reywords		warm.					
T. L .R. (s)			Circula	r cards,	Round p	lastic co	ontainers, Ball
Ref: Science curricu		lum Pa	ge				
		1 Al					
DAY	Phase 1:		Phase 2	2: Main			Phase 3:
	Starter		(new le	earning i	ncluding		Plenary / Reflections
	(preparing the l	brain	assessment)				
	for learning)						
Monday, 60	Hot Seat		• Learners can be engaged in		ged in	What new things have you	
minutes			an activity that explains		5	learned today?	
	Split the class into 2 teams, or		cyclic movement. (The				
more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the		second	l hand o	f an anal	ogue	Learning progress voting:	
		clock, r	merry-go	o-round a	and	Ask learners to show by	
		circula	r cards,	musical c	hairs	their fingers of 5 or 3 or 1	
		could b	e used)			as to those 'who really got	
	board behind th		• Relat	e this ac	tivity to	the	it', 'got some of it' or
	Write a word or				day and r		didn't get it' respectively.
	One of the team the student in t			plain tha	-		
	Tine student in t	HE HUL SEAL					

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

appearance of the Sun, Moon and stars follow a cyclic pattern.

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- 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

Assessment: let learners explain that some natural phenomena, such as day and night, occur repeatedly

Independent Activity/ Homework:

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.

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 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.

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:

Continue until each team answer similar questions. member has described a word • Pair up stronger and to the student in the Hot Seat. weaker learners so that stronger learners can help **DEBRIEFING:** weaker ones. What did you like about the • Use the remedial activities game? as practice for learners What did you dislike about the who struggle, and the game? extension activities for What must your team do to those learners who need win next time? more of a challenge Assessment: let learners Share lesson indicator and treat key words with learner. make sketches displaying events that take place in the day and those that take place in the night.

	••	
Vetted by :	Signature:	Date :

WEEK ELEVEN: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 1st April, 2022				Class size:				
Day:					Date :			
Tuesday, 60 minutes					29th March, 2022			
Thursday, 60 minutes					31st March, 2022			
Period :				Lesson:				
2				1 of 2				
2				2 of 2				
Strand: ALL	ABOUT US		Sub-strand : Plants and Animals					
Indicator (co	de)		B1.2.2.2.1					
Content star	ndard (code)		B1.2.2.2	B1.2.2.2.				
Performance	Indicator		Learner	s can ide	entify dif	ferent a	nimals in the environments	
			and the	ir uses				
	tencies: Creativity nip Critical Thinking			nication a	ind Colla	boration	Personal Development	
Keywords			observe, environment, forest, trees, grassland, rubber,					
			decoration.					
T. L .R. (s)			Films, pictures, internet, charts paper, pencils, computer,					
			projector,					
Ref:	Ref: Our World O		ur People curriculum Page					
DAY	Phase 1:		Phase 2	Phase 2: Main			Phase 3:	
	Starter	(preparing the brain		(new learning including			Plenary / Reflections	
	'' '			nent)				
	for learning)	for learning)						
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,			What new things have	
	·						you learned today? Learning progress voting:	
	class. Elect one perseteam to sit in team to sit in team to class the board beh			onkeys, le learne	butterflies, ants ers to different		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.	

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling
answer similar questions.

- 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

Assessment: Let learners mention different animals in the environments

Independent Activity/ Homework:

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 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

Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.

Note

Learners collect and share information about animals from the internet, parents, books

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling answer similar questions.

• Pair up stronger and weaker learners so 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:

word to the student in the	stronger learners can help	
Hot Seat.	weaker ones.	
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?	• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge	
Share lesson indicator and treat key words with learner .	Assessment: Let learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes	

	pic	aces in learners monnes	
		KOJUKI	
Vetted by :		Signature:	Date :

WEEK ELEVEN: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 1st April, 2022				Class size:				
Day:					Date :			
Tuesday, 60 minutes					29th March, 2022			
Thursday, 60 minutes					31st March, 2022			
Period :	Period :				Lesson :			
2				1 of 2				
2				2 of 2				
Strand: History as a Subject			Sub-strand : Community History					
Indicator (code			B1.1.4.2.1					
Content standa			B1.1.4.2			<u> </u>		
Performance In	dicator						similarities and differences	
							es where learners live.	
				on an	d Colla	aborati	ion Personal Development	
and Leadership	Critical Thinking ar	ia Problem Solving	g.)-				
Keywords		7	pictures, television set, video machine or projector, CD					
			player, computer or laptop, modem.					
T. L .R. (s)			historical site					
Ref:		History curriculu	m Page	m Page				
DAY	Phase 1:		Phase 2	: Ma	in		Phase 3:	
	Starter		(new learning including			ıding	Plenary / Reflections	
	(preparing the brain		assessment)					
for learning)								
Tuesday, 60	y, 60 Hot Seat		Learners discuss their			heir	What new things have you	
minutes	minutes		sketches bringing out learned today?				learned today?	
Split the class into 2 teams, or		similarities and						
more if you have a large class.					Learning progress voting:			
to sit in the Hot Seat, facing the classroom with the board behind them.		they visited Ask learners to show by their fingers of 5 or 3 or 1 Differentiated learning to those 'who really got in			·			
					_			
		Ask stronger learners to 'got some of it' or didn't				to those 'who really got it',		
Write a word on the board. One		answer some questions				it' respectively.		
of the team members of the student in the hot seat must help		first and then let						
		learners who are Independent Activity/				Independent Activity/		
the student guess the word by			struggling Homework:					
the stadent bacss the word by						I		

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.

DEBRIEFING:

next time?

What did you like about the game?
What did you dislike about the game?
What must your team do to win

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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

Assessment: let learners state the similarities and differences between the communities where learners live.

What new things have you learned today?

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.

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.

DEBRIEFING: What did you like about the game?

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 answer similar questions.

- 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

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:

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

/etted by :	Signature:	Date :
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WEEK ELEVEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 1	1st April, 2022				Class size:	
Day:				Date :		
Monday, 60 mi	nutes			28th March, 2022		
Wednesday, 60	minutes			30th M	larch, 2022	
Period :					:	
2						
2				1 of 1		
Strand: VISUAL	ARTS , PERFORMING ARTS	;	Sub-stra	nd : App	reciation and Appraisal	
Indicator (code		B1 1.4.6.	2	В	1 2.4.6.2	
Content standa	rd (code)	B1 1.4.6.		В	1 2.4.6.	
Performance In	dicator	• L6	earners ca	ın Use th	ne agreed guidelines to examine and	
		de	erive mea	ning fro	m own and others' displayed visual	
		ar	tworks)/		
		• Le	earners ca	n Use th	ne agreed guidelines to examine and	
		de	erive me	aning f	rom own and others' displayed	
		performing artworks				
<u>-</u>	•			and Coll	aboration Personal Development	
and Leadership	Critical Thinking and Proble	em Solving.				
Keywords						
Reywords	dk					
T. L .R. (s)		Pictures				
Ref:	Creative Ar	ts curriculu	m			
DAY	Phase 1:	Phase 2:	Main		Phase 3:	
	Starter	(new lear	ning inclu	ıding	Plenary / Reflections	
	(preparing the brain	assessme	ent)			
	for learning)					
Monday, 60	Hot Seat	Learners	are to:		What new things have you	
minutes		2 agree t	o the guid	elines to	learned today?	
	Split the class into 2		examine a	and come		
	teams, or more if you	with mea	ning from	visual	Learning progress voting:	
	have a large class.	artworks	;		Ask learners to show by	
	Elect one person from				their fingers of 5 or 3 or 1	
	each team to sit in the Hot Seat, facing the				as to those 'who really got	
	Thou seat, faciling 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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game? What must your team do to win next time?

Share lesson indicator and treat key words with learner.

② express own feelings and ideas about own and others' displayed artworks.

Suggested Process/Steps
② discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.

 identify the correct vocabularies to use for appreciating and appraising artworks;

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;

select own/others artwork to

talk about using the accepted guide

Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed visual artworks

it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

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.

Learners are to:

② agree on the guidelines to critically examine and come out with meaning of own and others' performed artworks

Suggested Process/Steps

discuss and accept a guide for appreciating and appraising own

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.

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.

DEBRIEFING : What did you like about

the game? What did you dislike about the game? What must your team

do to win next time?

Share lesson indicator and treat key words with learner.

and/or others' compositions and performances as suggested above; identify the correct vocabularies to use for appreciating and appraising music, dance and drama;

② 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.

Assessment: let learners choose guidelines to examine and derive meaning from own and others'

displayed performing artworks

Independent Activity/ Homework:

Vetted by :	Signature:	Date :

WEEK ELEVEN: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 1st April, 2022					Class size:		
Day:					Date :		
Friday, 60 minut	es				1st April, 2022		
Period :					Lesso	n :	
2					1 of 1	L	
Strand : God, His Creation and Attributes				Sub-s	trand	: God 1	the Creator
Indicator (code)			B1. 1.	1.1.3:			
Content standar	rd (code)		B1. 1.	1.1.			
Performance Inc	dicator		Learn	ers car	n Exam	nine so	me attributes of God
-	•		nunicati	ion and	d Colla	borati	on Personal Development and
Leadership Critic	cal Thinking and Pro	oblem Solving.		10			
Keywords)),	,		
T. L .R. (s)		-	Pictur	es			
Ref:		RME curriculum	Page				
DAY	Phase 1:		Phase	2: Ma	iin		Phase 3:
	Starter					Plenary / Reflections	
	(preparing the br	ain	assessment)				
	for learning)						
Friday, 60	Hot Seat						What new things have you
minutes		2.		Let learners role play		,	learned today?
	Split the class into			llowin	_		Learning progress votings
	more if you have Elect one person	•		nmunit	•	ts to	Learning progress voting: Ask learners to show by their
	to sit in the Hot S			ospital			fingers of 5 or 3 or 1 as to
	classroom with th	, ,	orpha	inage,	etc		those 'who really got it', 'got
	them.		D:00			.	some of it' or didn't get it'
Write a word on the board. One			entiate			respectively.	
	of the team members of the			ronge		ers	
	student in the hot seat must help				Independent Activity/		
	the student guess the word by		questions first and then let Homework:			Homework:	
	describing it. The			na the ers who			
	amount of time a spell or draw the	•			o are		
	J spell of draw the	strug	Sillig				

Continue until each team member has described a word to the student in the Hot Seat.

DEBRIEFING:

What did you like about the game?
What did you dislike about the

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

answer similar questions.

- 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

Assessment: let learners mention some attributes of God

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v Citca D		Ji	SIIGCOIC	Date

WEEK ELEVEN: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 1st April, 2022				Class size:				
Day:				Date :				
Friday, 60 m	inutes			1st April, 2022				
Period :				Less	son :			
2				1 of	1			
Strand: MO	Strand : MOTOR SKILLS AND MOVEMENT Sub-str				MANIPULATIVE SKILLS	S		
PATTERNS								
Indicator (co	ode)	B1.1.2.1.8						
Content star	ndard (code)	B1.1.2.1.						
Performance	e Indicator	Learners can bou	nce and dri	bble	a ball (continuously) wi	th one hand		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving. Keywords					ersonal Development and			
T. L .R. (s)		Balls						
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections		
	(preparing the brain for learning)	ARIT						
Friday, 60	Learners	Arrange cones in	a straight li	ine a	fter warm ups. Place a	What new things have		
minutes	jog round a	ball about 50cm i	n front of th	he fi	rst cone. Move the ball	you learned today?		
	demarcate	through the cone	s by making	gas	low and continuous			
	d area in	push in a serpent	ine movem	ent.	Guide learners to	Learning progress		
	files while	practices the skill	as individu	ials a	and in a group while	voting: Ask		
	singing and	you supervise and	d give feedb	back		learners to show by their fingers of 5 or 3 or		
	clapping to	Organise a mini handball gam				1 as to those 'who		
	warm-up				t and skill mastery. Let	really got it', 'got some		
	the body	learners cool dow	vn to end th	ne le	sson.	of it' or didn't get it'		
	for					respectively.		
	maximal							

WHAISAPP	JINLT 0243330	9391	
	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		
		1	1

Signature: Da

Signature: Date:

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Vetted by :.....

WEEK ELEVEN: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

Week Ending: 1st April, 2022				Class size:		
Day:				D	ate:	
Period :				L	esson :	
2				1	of 1	
2				1	of 1	
2				1	of 1	
Strand :				Sub-st	rand :	
Writing Conven	itions / Usage			Integra	iting Grammar i	in Written Language (Use
				of Acti	on Words)	
Indicator (code) B1.5.3.			.3.1.1.	B1.5.3.1.2		
Content standa	rd (code)		B1.5	.3.1.	B1.5.3.1.	
Performance In	dicator		Learners should write two letter			
				actio	n words	
				•		ould write three letter
					n words	
	cies: Creativity and cal Thinking and Pr		unica	tion and	Collaboration	Personal Development and
Leadership Chin	car minking and m	obiciii solvilig.				
Keywords	Al.					
T. L .R. (s)			Manila cards, markers, recorded audios visual			
Ref:		Ghanaian Langua	ge cu	ırriculur	n	
DAY	Phase 1:		Phas	e 2: Ma	in	Phase 3:
	Starter		(new learning including Plenary / Reflections		Plenary / Reflections	
(preparing the brain			asse	ssment)		
	for learning)					
	Cover Up				rs to mention	What new things have
		some action words on the you learned today?			you learned today?	
	Learners in conve	nient groups.	boar	d.		Loarning progress voting:
	1. Write a word o	on the board				Learning progress voting: Ask learners to show by
	T. WITE a WOIG	in the board.				ASK ICUITICIS TO SHOW BY

- 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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

- 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.

Assessment: let learners write two letter action words

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:

Onset and Rime Game

Learners in convenient groups.

- 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 sounds to read the word and writes the word on the board.

That particular onset is put aside. Example S ink Sink

- 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.

Assessment: let learners write three letter action words

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:

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The team that is able to read and		
write more words becomes the		
winner.		
DEBRIEFING:		
What did you like about the game?		
What did you dislike about the		
game?		
What must your team do to win		
next time?		
Share lesson indicator and treat		
key words with learner .		
 Cover Up	Write three-letter	What new things have
	action words on a manila	you learned today?
Learners in convenient groups.	card and show it to	
	learners.	Learning progress voting
1. Write a word on the board.	Lead learners to read	Ask learners to show by
2. Cover all the letters except the	the words.	their fingers of 5 or 3 or
first one, beginning from the left to	• Let learners write some	as to those 'who really
the right, and ask pupils to make		got it', 'got some of it' o
the sound of the letter which is not	three-letter action words	didn't get it' respectively
covered.	correctly.	
3. Do this until the sounds of all the)	Independent Activity/
individual letters have been made	Assessment: let learners	Homework:
by pupils.	write three letter action	
4. Run your finger under the word	words	
for pupils to blend the sounds to		
read		
5. The pupil who blend the sounds		
to read wins the game.		
DEBRIEFING:		
What did you like about the game?		
What did you dislike about the		
game?		
What must your team do to win		
next time?		
Share lesson indicator and treat		
key words with learner .		

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WEEK TWELVE: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending: 8th April, 2022			Class	size:		
Day:			Date:			
Monday, 60 minutes			4th April, 2022	4th April, 2022		
Tuesday, 60 minutes			5th April, 202	2		
Wednesday, 60 minutes			6th April, 202	2		
Thursday, 60 minutes			7th April, 202	2		
Friday, 60 minutes			8th April, 202	2		
Period:			Lesson:			
2			1 of 1			
2			1 of 1			
2			1 of 1			
2			1 of 1			
2		1	1 of 1			
Strand:	Suk	o-stra	and :			
A. Oral Language		A. L	Listening Compr	ehension		
B. Reading		В. (Comprehension			
C. Writing		C. \	Writing Simple ۱	Words and Sen	tences	
D. Using Writing Conventions		D. l	Using Simple Pro	epositions		
E. Extensive Reading			Building the Lov	e and Culture	of Reading	
Indicator (code)	B1.1.7.1.2	·-	B1.2.7.1.3	B1.4.5.1.1	B1.5.7.1.1.	
			B1.6.1.1.1			
Content standard (code)	B1.1.7.1.		B1.2.7.1.	B1.4.5.1.	B1.5.7.1.	
	B1.6.1.1.					
Performance Indicator			rs can recognise		e sequence of	
			in a narrative text			
		arnei ords	rs can retell lev	vel-appropriat	e texts in own	
			rs can make a l	ist of objects i	n the school	
			rs can identify	-		
			•			
				tten language to indicate position s can read a variety of age — appropriate		
	books and texts from print					
Core Competencies: Creativity and Innovation C	1		<u>-</u>		velopment	
and Leadership Critical Thinking and Problem So		•			- p - 2	
Keywords						

/>								
T. L .R. (s)			Word cards, sentence cards, letter cards, handwriting on a					
			manila card and a class library.					
Ref:		English Langu	age curriculum Page					
DAY	Phase 1:		Phase 2: Main	Phase 3:				
	Starter		(new learning including	Plenary / Reflections				
	(preparing the	brain	assessment)					
	for learning)							
Monday, 60	Learners watch	/listen to a s	A. ORAL LANGAUGE	What new things have				
minutes	story /folktale.	(Intersperse	Read a narrative text aloud	you learned today?				
	the story with s	ongs and	to learners.					
	gestures)		Put learners in pairs/groups	Learning progress voting:				
			to identify and talk about the	Ask learners to show by				
	DEBRIEFING:		parts of the story (e.g.	their fingers of 5 or 3 or 1				
	Who were the	characters in	beginning, middle and	as to those 'who really got				
	the story?		ending).	it', 'got some of it' or				
	Which part of t	he story do	criaing).	didn't get it' respectively.				
	you like?		,					
What lessons did you learn from the story?		•	Assessment: let learners	Independent Activity/				
			Homework:					
	How will you apply the good moral lesson in your life?		identify and relate the					
			sequence of events in a					
			narrative text					
	Share lesson in	dicator and						
	treat key word	with learner						
	P							
Tuesday, 60	H-A-N-G-M-A-I	N SPELLING	B.READING	What new things have				
minutes	GAME		Use the Simple Herring	you learned today?				
			Bone strategy to guide					
	Mention a wor		learners to retell the story in	Learning progress voting:				
	of letters are in		their own words.	Ask learners to show by				
	and then draw			their fingers of 5 or 3 or 1				
	marks on the b		who? what? when?	as to those 'who really got				
			who: what when:	it', 'got some of it' or didn't get it' respectively.				
	draw a person parachute. Dra			uiuii i get it Tespettively.				
	number of strir			Independent Activity/				
		_						
	the person to t	he parachute		Homework:				

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

 $\rightarrow \rightarrow \rightarrow$

why? when?

Assessment: let learners retell level-appropriate texts in own words

Wednesday, 60 minutes

Writing Chain

(Penmanship activity)

Learners in convenient groups e.g (Group A & B) observe/ perceive a card with an inscription (a pattern or a letter)

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.

C. WRITING

- 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.

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:

They all do the card passing and drawing in turns.
When the last member finishes in each group, he/she shouts 'Bingo!'

DEBRIEFING:

How did you help your team to win the game?

What objects in the classroom look like the strokes you traced?

Share lesson indicator and treat key words with learner

• 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

Assessment: let learners make a list of objects in the school

Thursday, 60 minutes

Catch and pass

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".

A different member in Group B mention a preposition

Another member in Group B uses the preposition to form a sentence. The group earns a point for the given preposition and correct sentence.

A member in Group B throws the ball back to a member in Group A and they go through the same process

D.WRITING CONVENTIONS AND GRAMMAR USAGE

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

Assessment: let learners identify and use prepositions in oral and written language to indicate position

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:

until they produce for example five preposition each plus their corresponding sentences.

DEBRIEFING
What did you like about the game?
What did you dislike about the game?
What must your team do to

win next time?

Share lesson indicator and treat key words with learner

E.EXTENSIVE READING

- 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.

Assessment: let learners read a variety of age – appropriate books and texts from print

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:

Friday, 60 minutes

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 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.

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VIII ONE	Assessment What did you like about the game? What did you dislike about					
	the game? What must your team do to win next time?					
	Share lesson indicator and treat key words with learner .		,			

Signature: Date:

Vetted by :....

WEEK TWELVE: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending: 8	8th April, 2022	2			Class size	: :	
Day:				Date :			
Monday, 60 minutes				4th April,	4th April, 2022		
Tuesday, 60 mi	nutes			5th April,	2022		
Wednesday, 60) minutes			6th April,	2022		
Thursday, 60 m	inutes			7th April,	2022		
Friday, 60 minu	ites			8th 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 : GEOM	ETRY AND ME	ASUREMENT	Sub-stra	ind: 2D and 3I	O Shapes		
Indicator (code	:)		B1.3.1.1.1				
Content standa	ard (code)		B1.3.1.1.				
Performance In	ndicator		Learners can distinguish between attributes that define a				
			two-dimensional figure or three-dimensional figure and				
			attributes that do not define the shape				
Core Competer	ncies: Creativi	ty and Innovation Co	mmunicatio	n and Collabor	ation Perso	onal Development	
and Leadership	Critical Think	ing and Problem Solv	ring.				
			T				
Keywords		7.	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 curric	ulum Page				
DAY	Phase 1:		Phase 2: M	ain		Phase 3:	
	Starter		(new learni	ng including		Plenary /	
	(preparing t	he brain	assessment	t)		Reflections	
	for learning)						
Monday, 60		convenient groups	Identify 3D	objects in the		What new things	
minutes		and 3D shapes to	_	nt that have pa	arts	have you learned	
	manipulate		similar to a	given 2D shap	e (e.g.,	today?	
	I		<u> </u>				

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.

DEBRIEFING

- 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)?

Share lesson indicator and treat key words with learner .

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 name.

High Ability Learners

• Task learners to tell the shape they see in a given 3D. For example: what shape is in an exercise book? Ans. rectangle

Assessment: have learners to practice with more examples

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

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.
- 3. The group with the highest point wins the game.

DEBRIEFING

- 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?

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 name.

High Ability Learners

• Task learners to tell the shape they see in a given 3D. For example: what shape is in an exercise book? Ans. Rectangle 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:

WHATSAPP ONL		T	T
	4. How will you form these shapes using other materials (stones, sticks, books)? Share lesson indicator and treat key words with learner.	Assessment: have learners to practice with more examples	
Wednesday, 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. 3. The group with the highest point wins the game. DEBRIEFING 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)? Share lesson indicator and treat key words with learner.	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) Assessment: have learners to practice with more examples	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:
Thursday, 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.	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)	What new things have you learned today? Learning progress voting: Ask learners to show by their fingers of 5 or 3 or

3. The group with the highest point wins the game.

DEBRIEFING

- 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)?

Share lesson indicator and treat key words with learner .



1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Differentiated Lessons Low Ability Learners

• Task learners to make a new shape from a different shape.

High Ability Learners

 Task learners to make a new shape from a different shape

Assessment: have learners to practice with more examples

What new things have you learned today?

Friday, 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.
- 3. The group with the highest point wins the game.

DEBRIEFING

- 1. How was the game? What made it so?
- 2. How successful were you in

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)

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.

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)?

Share lesson indicator and treat key words with learner.



Independent Activity/ Homework:

Differentiated Lessons Low Ability Learners

• Present learners with a circle to name and describe it.

High Ability Learners

• Task learners to draw a circle and show the features of the circle by pointing it out to justify.

Assessment: have learners to practice with more examples

Vetted by	Signature:	Date :

WEEK TWELVE: LESSON PLAN

SUBJECT: SCIENCE CLASS: ONE

Week Ending: 8	Sth April, 2022			Class	size:	
Day :				Date :		
Monday, 60 mi	nutes		4th April, 2022			
Thursday, 60 m	inutes			7th April, 202	2	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : DIVERS	ITY OF MATTER		Sub-st	rand : MATERIA	ALS	
Indicator (code)	B1.1.	2.1.2	CX		
Content standa	rd (code)	B1.1.	2.1.			
Performance In	dicator	Learn	ers can	describe and	group materials by their	
		appea	arance (s	hape, size, colo	ur, texture, mass)	
	icies: Creativity and Innovation Critical Thinking and Problem		ication ar	nd Collaboratio	n Personal Development	
Keywords	Keywords		rough, smooth, light, coloured.			
T. L .R. (s)		wood	, fabric, ı	metals and pap	er	
Ref:	Science cu	rriculum P	age			
DAY	Phase 1:	Phase	2: Main		Phase 3:	
	Starter	(new	learning	including	Plenary / Reflections	
	(preparing the brain	asses	sment)			
	for learning)					
Monday, 60 minutes	Hot Seat			cribe the the the materials	What new things have you learned today?	
	Split the class into 2 teams, more if you have a large cla 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.	ss. size, f Gro their such (big/s ('roug and 'g	eel, leng up mater observab as shape, mall), co gh', 'smoo grainy'), r	rials based on le properties	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:	

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner. Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)

• Draw and colour several

their appearance such as

colour and shape.

about them.

objects/ materials based on

Display their drawings for

class observation and talk

Relate the lesson with

(appearance and properties

everyday experiences

of common items).

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:

Thursday, 60 minutes

Hot Seat

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.

Split the class into 2 teams, or

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling

	0_100000_		
		answer similar questions.	
	DEBRIEFING :	 Pair up stronger and 	
	game? What did you dislike about the game?	weaker learners so that	
		stronger learners can help	
		weaker ones.	
		• Use the remedial activities	
What must your team do to win next time?	as practice for learners		
	who struggle, and the		
	extension activities for		
	Share lesson indicator and	those learners who need	
treat key words with learner .	more of a challenge		
		Assessment: let learners	
	draw and colour several		
		objects/ materials based on	
		their appearance such as	
		colour and shape.	
			1

	(,)			
Vetted by :			Signature:	Date:

WEEK TWELVE: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: ONE

Week Ending: 8th April, 2022			Class size:						
Day:					Date :				
Tuesday, 60	minutes				5th April, 2022				
Thursday, 60	Thursday, 60 minutes				7th Apı	ril, 2022			
Period :	Period :				Lesson	:			
2					1 of 2				
2					2 of 2				
Strand : ALL	ABOUT US			Sub-str	and : Plai	nts and A	Animals		
Indicator (co	de)		B1.2.2.2	2.1					
Content star	ndard (code)		B1.2.2.2	2.		\sim			
Performance	Indicator		Learner	s can ide	entify dif	ferent a	nimals in the environments		
			and the	ir uses					
Core Competencies: Creativity and Innovation and Leadership Critical Thinking and Problem S			nication a	and Collai	ooration	Personal Development			
Keywords			observe, environment, forest, trees, grassland, rubber,						
			decoration.						
T. L .R. (s)			Films, pictures, internet, charts paper, pencils, computer,						
			projector,						
Ref:		Our World Ou	r People	curricul	um Page	9			
DAY	Phase 1:		Phase 2	: Main			Phase 3:		
	Starter		(new le	arning in	cluding		Plenary / Reflections		
	(preparing the	brain	assessm	nent)					
	for learning)								
Tuesday	Hot Seat		Use sch	ool and c	communi	ty	What new things have		
	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		from th differen birds, m to enab underst	e interne it animals nonkeys, le learne and that live in di	different	w fish, es, ants	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.		

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling
answer similar questions.

- 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

Assessment: Let learners mention different animals in the environments

Independent Activity/ Homework:

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 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

Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.

Note

Learners collect and share information about animals from the internet, parents, books

Differentiated learning
Ask stronger learners to answer some questions
first and then let learners who are struggling answer similar questions.

 Pair up stronger and weaker learners so 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:

	word to the student in the	stronger learners can help	
	Hot Seat.	weaker ones.	
		Use the remedial activities as	
\ {	DEBRIEFING :	practice for learners	
	What did you like about the	who struggle, and the extension	
	game?	activities for	
	What did you dislike about	those learners who need more	
	the game? What must your team do to win next time?	of a challenge	
		Assessment: Let learners draw	
	Share lesson indicator and	fishes in rivers, birds in their	
	treat key words with learner	nests, pets in their sleeping	
		places in learners' homes	
Vetted by :		Signature:	Date :

Vetted by :	Signature:	Date :

WEEK TWELVE: LESSON PLAN

SUBJECT: HISTORY CLASS: ONE

Week Ending: 8	Sth April, 2022			Class	size:	
Day:	• '			Date :		
Tuesday, 60 mii	nutes			5th April, 2022		
•	Thursday, 60 minutes			7th April, 20	22	
Period :				Lesson:		
2				1 of 2		
2				2 of 2		
Strand : History	, as a Subject		Sub-st	rand : Commu	ınity History	
Indicator (code)	B1.1.4	2.1	CX		
Content standa	rd (code)	B1.1.4	.2.	CD,		
Performance In	dicator	Learne	rs can	state the	similarities and differences	
		betwe	en the o	communities v	vhere learners live.	
Core Competer	ncies: Creativity and Innovation Cor	nmunica	ation ar	d Collaboratio	n Personal Development	
and Leadership	Critical Thinking and Problem Solvi	ing.	2			
Keywords						
_		Y				
T. L .R. (s)		picture	es, telev	vision set, vide	o machine or projector, CD	
		player, computer or laptop, modem				
Ref:	History curricul	um Pag	е			
DAY	Phase 1:	Phase	2: Main	l	Phase 3:	
	Starter	(new le	earning	including	Plenary / Reflections	
	(preparing the brain	assessi	ment)			
	for learning)					
Tuesday, 60	Hot Seat			uss their	What new things have you	
minutes			_	ging out	learned today?	
	Split the class into 2 teams, or			d differences		
	more if you have a large class.	in the	sites the	ey visited	Learning progress voting:	
	Elect one person from each	D: ((Ask learners to show by	
	team to sit in the Hot Seat,			learning	their fingers of 5 or 3 or 1	
	facing the classroom with the		the ren		as to those 'who really got	
	board behind them.		•	ractice for	it' , 'got some of it' or	
	Write a word on the board. One			struggle and	didn't get it' respectively.	
	of the team members of the	the ext	tension	activities for		
	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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

those learners who need more of a challenge.

• Let stronger learners talk first so that others are able to base their answers on what they have heard.

Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.

- 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

Assessment: let learners state the similarities and differences between the communities where learners live.

Independent Activity/ Homework:

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.

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

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
answer similar questions.

 Pair up stronger and weaker learners so 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:

	and cannot say, spell or draw	stronger learners can help	
	the word.	weaker ones.	
	Continue until each team	Use the remedial	
	member has described a word	activities as practice for	
	to the student in the Hot Seat.	learners	
	!	who struggle, and the	
	DEBRIEFING :	extension activities for	
	What did you like about the	those learners who need	
	game?	more of a challenge	
	What did you dislike about the		
	game?	Assessment: let learners	
	What must your team do to win	state the similarities and	
	next time?	differences between the	
		communities where	
		learners live.	
	Share lesson indicator and treat		
	key words with learner .		
			_
Vetted by :		Signature: Date:	
•			

	/etted by :	Signature:	Date :
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WEEK TWELVE: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 8	th April, 2022				Class size:
Day:			Date:		
Monday, 60 minutes		4th Apr	il, 2022		
Wednesday, 60 minutes			6th April, 2022		
Period :			Lesson	:	
2				1 of 1	
2			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 standa	rd (code)	B1 1.4.6. B1 2.4.6.			
Performance In	dicator	• Le	Learners can use the agreed guidelines to examine and		
		de	erive mea	ning fro	m own and others' displayed visual
		ar	tworks)/	
		• Le	earners ca	n use th	e agreed guidelines to examine and
		de	erive me	aning f	rom own and others' displayed
		pe	erforming	artwork	S
-	•			and Coll	aboration Personal Development
and Leadership	Critical Thinking and Proble	em Solving.			
Keywords					
Reywords	dk				
T. L .R. (s)		Pictures			
Ref:	Creative Ar	ts curriculu	m		
DAY Phase 1: Phase 2: Main			Phase 3:		
	Starter	(new learning inclu assessment)		ıding	Plenary / Reflections
	(preparing the brain				
	for learning)				
Monday, 60	Hot Seat	Learners are to: What new things have you			
minutes		② agree to the guidelines to learned today?			
	Split the class into 2	·	examine and come ou		
	teams, or more if you	with meaning from visual		visual	Learning progress voting:
	have a large class.	artworks	;		Ask learners to show by
	Elect one person from				their fingers of 5 or 3 or 1
	each team to sit in the				as to those 'who really got
	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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

② express own feelings and ideas about own and others' displayed artworks.

Suggested Process/Steps
② discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.

 identify the correct vocabularies to use for appreciating and appraising artworks;

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;

select own/others artwork to talk about using the accepted guide

Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed visual artworks

it', 'got some of it' or didn't get it' respectively.

Independent Activity/ Homework:

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.

Learners are to:

② agree on the guidelines to critically examine and come out with meaning of own and others' performed artworks

Suggested Process/Steps

discuss and accept a guide for appreciating and appraising own

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.

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.

DEBRIEFING:
What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

and/or others' compositions and performances as suggested above; identify the correct vocabularies to use for appreciating and appraising music, dance and drama;

② 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.

Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed performing artworks

Independent Activity/ Homework:

Vetted by :	Si	gnature:	Date:

WEEK TWELVE: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: ONE

Week Ending: 8th April, 2022				Class size:			size:
Day:				Date:			
Friday, 60 min	utes			8th April, 2022			022
Period :					Lesso	n:	
2	2				1 of 1	<u> </u>	
Strand : God t	he Creator			Sub-s	strand	: God,	His Creation and Attributes
Indicator (cod			B1. 1.3				
Content stand			B1. 1.1				
Performance I	ndicator		Learne	ers cai	n exam	nine so	me attributes of God
	ncies: Creativity and Critical Thinking an			ion an	nd Colla	aborati	on Personal Development
Keywords				7			
T. L .R. (s)		1	Pictur	es			
Ref:		RME curriculum	Page				
DAY	Phase 1:		Phase	2: Ma	ain		Phase 3:
	Starter		(new learning including assessment) Plenary / Reflections			Plenary / Reflections	
	(preparing the br	ain					
	for learning)						
Friday, 60	Hot Seat						What new things have you
minutes	Cally the above to	2.1			role p	•	learned today?
	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,		the hospital and orphanage, etc Differentiated learning Ask stronger learners to answer some Ask learners to sl fingers of 5 or 3 or those 'who really 'got some of it' or it' respectively. Independent Act Homework:		Independent Activity/		
	spell or draw the	word.					

WHATSAPP ONLY 0245350591 Continue until each team first and then let member has described a word to learners who are the student in the Hot Seat. struggling answer similar **DEBRIEFING:** questions. What did you like about the • Pair up stronger and game? weaker learners so What did you dislike about the that game? stronger learners can What must your team do to win help weaker ones. next time? • Use the remedial activities as practice for learners Share lesson indicator and treat key words with learner . who struggle, and the extension activities for those learners who need more of a challenge Assessment: let learners mention some

Vetted by ·	Signature:	Date ·

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WEEK TWELVE: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 8th April, 2022			Class size:				
Day:			D	ate:			
Friday, 60 m	inutes		81	th April, 2022			
Period :			Le	esson :			
2			1	of 1			
Strand : MOTOR SKILLS AND MOVEMENT Sub-stra				: MANIPULATIVE SKILL	S		
PATTERNS							
Indicator (co	ode)	B1.1.2.1.8					
Content star	ndard (code)	B1.1.2.1.					
Performance	e Indicator	Learners can bou	nce and dribb	ole a ball (continuously) wi	th one hand		
Core Compe	tencies: Crea	tivity and Innovation	on Communic	cation and Collaboration P	ersonal Development and		
Leadership (Critical Thinkir	ng and Problem Sol	lving.				
Keywords			~(<i>)</i> -			
T. L .R. (s)		Balls	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\				
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding assess	sment)	Plenary / Reflections		
	(preparing						
	the brain	9K					
	for						
	learning)						
Friday, 60	Learners	Arrange cones in	a straight line	e after warm ups. Place a	What new things have		
minutes	jog round a	ball about 50cm i	n front of the	e first cone. Move the ball	you learned today?		
	demarcate	through the cone	s by making a	a slow and continuous			
	d area in	push in a serpent	ine movemer	nt. Guide learners to	Learning progress		
	files while			s and in a group while	voting: Ask learners to show by		
	singing and	you supervise and	_		their fingers of 5 or 3 or		
	clapping to	_	_	e for learners to apply the	1 as to those 'who		
	warm-up		, ,	ent and skill mastery. Let	really got it', 'got some		
	the body	learners cool dow	vn to end the	lesson.	of it' or didn't get it'		
	for				respectively.		
	maximal						

WHAISAPP	JINLT 0243330	231	
	performan		Independent Activity/
	ce and to		Homework:
	prevent		
	injuries		
	1		

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Signature: Date:

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WEEK TWELVE: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

					Clas	s size:
Day :				Date	:	
Period :				Less	on :	
2				1 of	1	
2				1 of	1	
2				1 of	1)`
Strand :			Sub	-stran	d :	
Extensive Read	ing		Buil	ding th	ie Lov	ve and Culture of Reading
Indicator (code)		B1.6.1.1.	l		
Content standa	rd (code)		B1.6.1.1.			
Performance In	dicator	0	Learners should read simple sentences of about three to four words			
	ncies: Creativity and cal Thinking and Pro		ınication a	nd Col	labora	ation Personal Development and
Keywords						
T. L .R. (s)	. 0		Manila ca	ırds, m	arker	s, recorded audios visual
Ref:	AL	Ghanaian Languag	ge curricu	lum		
DAY	Phase 1:		Phase 2:	Main		Phase 3:
	Starter		(new lear	ning		Plenary / Reflections
	(preparing the brai	n	including			
	for learning)		assessme	nt)		
	Cover Up		• Write so			What new things have you learned today?
	Learners in convenient groups.		four words on the			Learning progress voting:
1. Write a word on the board.		board.Lead learners to		to	Ask learners to show by their	
	2. Cover all the let first one, beginning	g from the left to	read the	senten	ces.	fingers of 5 or 3 or 1 as to those 'who really got it', 'got
	the right, and ask p	oupils 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.

DEBRIEFING:

What did you like about the game? What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- Call learners to read the sentences one by one.
- Allow other
 learners to point to
 the word /sentence
 as another learner
 reads.

Assessment: let learners read simple sentences of about three to four words

some of it' or didn't get it' respectively.

Independent Activity/ Homework:

Onset and Rime Game

Learners in convenient groups.

- 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 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

DEBRIEFING:

winner.

What did you like about the game?

- 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.

Assessment: let learners read simple sentences of about three to four words

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:

What did you dislike about the		
game?		
What must your team do to win next		
time?		
Share lesson indicator and treat key		
words with learner .		
Cover Up	 Write sentences 	What new things have you
	made up of three or	learned today?
Learners in convenient groups.	four words on the	
	board.	Learning progress voting:
1. Write a word on the board.	 Lead learners to 	Ask learners to show by their
2. Cover all the letters except the	read the sentences.	fingers of 5 or 3 or 1 as to
first one, beginning from the left to	Call learners to	those 'who really got it', 'got
the right, and ask pupils to make the	read the sentences	some of it' or didn't get it'
sound of the letter which is not	one by one.	respectively.
covered.	Allow other	
3. Do this until the sounds of all the		Independent Activity/
individual letters have been made by	learners to point to	Homework:
pupils.	the word /sentence	
4. Run your finger under the word	as another learner	
for pupils to blend the sounds to	reads.	
read		
5. The pupil who blend the sounds to	Assessment: let	
read wins the game.	learners read simple	
	sentences of about	
	three to four words	
DEBRIEFING:		
What did you like about the game?		
What did you dislike about the		
game?		
What must your team do to win next		
time?		
Share lesson indicator and treat key		
Share lesson indicator and treat key		
words with learner .		

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WEEK THIRTEEN: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: ONE

Week Ending	Week Ending: 14th April, 2022				Class size:		
Day:				Date :			
Monday, 60	minutes			11th April, 2022			
Period :	Period :			Lesson :			
2				1 of 1			
Strand :			Sub-stra	nd :			
F. Oral L	anguage		F. L	istening (Comprehension		
Indicator (co	de)	B1.1.7.1.2	2.	C			
Content stan	dard (code)	B1.1.7.1.		1) -			
Performance	Indicator			an recog narrative	nise and relate the sequence of text		
	Core Competencies: Creativity and Innovation and Leadership Critical Thinking and Problem			n Communication and Collaboration Personal Development Solving.			
Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref:	English Lar	nguage cur	riculum	Page			
DAY	Phase 1:	Phase 2:	Main		Phase 3:		
	Starter	(new lear	ning inclu	uding	Plenary / Reflections		
	(preparing the brain for learning)	assessme	ent)				
Monday,	Learners watch/listen to a s	A. ORAL I	ANGAUG	ìΕ	What new things have		
60 minutes	story /folktale. (Intersperse	• Read a	narrative	text alou	d to you learned today?		
	the story with songs and	learners.					
gestures)		• Put lear	rners in pa	airs/group			
	DEBRIEFING: Who were the characters in the story? Which part of the story do you like?	identify and talk of the story (e.g. middle and endir		eginning,	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.		

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

Vetted by :	Signature:	Date :
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WEEK THIRTEEN: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: ONE

Week Ending: 14th April, 2022					Class size	:
Day:				Date :		
Monday, 60 m	inutes			11th April	, 2022	
Period :				Lesson :		
2				1 of 4		
Strand : GEOM	ETRY AND ME	EASUREMENT	Sub-strand	l: 2D and 3I	D Shapes	
Indicator (code	2)		B1.3.1.1.1	. (
Content standa	ard (code)		B1.3.1.1.	5)	
Performance Ir	ndicator		Learners can	distinguish k	oetween at	tributes that define a
			two-dimensio	nal figure o	or three-di	mensional figure and
			attributes tha	t do not def	ine the sha	pe
·		ity and Innovation Co		nd Collabor	ation Perso	nal Development
and Leadership	Critical Think	king and Problem Solv	ving.			
Keywords			attribute, circle, triangle, rectangle, square, corners, side			
T. L .R. (s)		. VI.	Sheets of paper	er, colour p	encil, cut-o	ut 2D shapes, match
			box, dice, cho	comilo, coir	ı, etc.	
Ref:		Mathematics curric	ulum Page			
DAY	Phase 1:	31	Phase 2: Main			Phase 3:
	Starter		(new learning	including		Plenary /
	(preparing t	he brain	assessment)			Reflections
	for learning)				
Monday, 60	Learners in	convenient groups	Identify 3D objects in the			What new things
minutes	are given 20	and 3D shapes to	environment that have parts			have you learned
	manipulate					today?
		sing the song "a	find the parts of a can or bucket			
		ape" and when	that are similar to a circle			Learning progress
		d, call out a shape	Differentiated	Leccond		voting:
		t group to identify				Ask learners to
	•	orrectly wins a	Present lear		nanes to	show by their
	point.		tell the	ricis Willi SI	iapes to	fingers of 5 or 3 or 1 as to those 'who
			ten the			T as to those who

3. The group with the highest really got it', 'got name. some of it' or didn't point wins the game. **High Ability Learners** get it' respectively. **DEBRIEFING** • Task learners to tell the shape 1. How was the game? What they see in a Independent given 3D. For example: what shape made it so? Activity/ 2. How successful were you in Homework: is in an identifying the shapes in your exercise book? Ans. rectangle 3. What are some of the places you can identify shapes? Assessment: have learners to 4. How will you form these practice with more examples shapes using other materials (stones, sticks, books)? Share lesson indicator and treat key words with learner.

Vetted by	/ :	 Signature:	Date :

SUBJECT: SCIENCE CLASS: ONE

Week Ending: 1	.4th April, 2022			Class	size:	
Day:	•		Date :			
Monday, 60 minutes			11th April, 2022			
Period:				Lesson: 1 of 2		
Strand: DIVERS	ITY OF MATTER		Sub-st	rand : MATERIA	ALS	
Indicator (code)	B1.1.2	1.2			
Content standa	rd (code)	B1.1.2	1.	CO.		
Performance In	dicator	Learne	rs can	describe and	group materials by their	
		appear	rance (s	hape, size, colo	ur, texture, mass)	
	cies: Creativity and Innovation Contical Thinking and Problem Sol		ation ar	nd Collaboratio	n Personal Development	
Keywords			rough, smooth, light, coloured.			
T. L .R. (s)		wood,	fabric, ı	metals and pap	er	
Ref: Science curricu			ge			
DAY	Phase 1: Starter (preparing the brain for learning)		_	including	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	appear (in SEN size, fe • Grou their o such as (big/sn ('rough	rance of MESTERS el, leng p mater bservab s shape, nall), co n', 'smoo	the materials of colour, th, etc.). rials based on ole properties size lour, texture oth', 'sticky' mass (heavy /	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:	

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.

DEBRIEFING:

What did you like about the game?

What did you dislike about the game?

What must your team do to win next time?

Share lesson indicator and treat key words with learner .

Differentiated learning
Ask stronger learners to
answer some questions
first and then let learners
who are struggling
answer similar questions.

- 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

Assessment: let learners describe and group materials by their appearance (shape, size, colour, texture, mass)

Vetted b	y :	Signature:	Date :

WEEK THIRTEEN: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: ONE

Week Ending: 14th April, 2022						Class si	ze:
Day:	Day:				Date :		
Monday, 60 mi	nutes				11th Ap	oril, 2022	
Period :					Lesson	:	
2					1 of 1		
Strand : VISUAL	. ARTS , PERFO	RMING ARTS		Sub-stra	nd : App	reciation	and Appraisal
Indicator (code)		B1 1.4.6.2	<u> </u>	В	1 2.4.6.2	
Content standa	<u>- </u>		B1 1.4.6.		В	1 2.4.6.	
Performance In	dicator		• Le	arners ca	n use th	ne agree	d guidelines to examine and
				erive mea tworks	ning fro	m own	and others' displayed visual
Core Competencies: Creativity and Innovat and Leadership Critical Thinking and Proble			ion Communication and Collaboration Personal Development m Solving.				
Keywords							
T. L .R. (s)			Pictures				
Ref:		Creative Art	s curriculu	m			
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter	71	(new lear	ning inclu	ding		Plenary / Reflections
	(preparing t	he brain	assessme	nt)			
	for learning)					
Monday, 60	Hot Seat		Learners	are to:			What new things have you
minutes			2 agree to	the guid	elines to)	learned today?
Split the class into 2 teams, or more if you have a large class. Elect one person from		critically examine and come out with meaning from visual		out			
					Learning progress voting:		
		artworks				Ask learners to show by	
		2 express	own feel	ings and	ideas	their fingers of 5 or 3 or 1	
	each team to sit in the Hot Seat, facing the		about ow	n and oth	ers' disp	layed	as to those 'who really got it', 'got some of it' or
	classroom w	J	artworks.				didn't get it' respectively.
	board behin		Suggeste	d Process,	/Steps		aidir i get it Tespectively.

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.

DEBRIEFING:

What did you like about the game?
What did you dislike about the game?
What must your team do to win next time?

Share lesson indicator and treat key words with learner.

- discuss and accept a guide for appreciating and appraising own and/or others visual artworks based on the guidelines suggested above;.
- identify the correct vocabularies to use for appreciating and appraising artworks;
- ② agree on what to use the appraisal report for and how to share it;
- ② agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;
- ☑ fix a day/date for the appreciation/appraisal/jury;
- select own/others artwork to talk about using the accepted guide

Assessment: let learners choose guidelines to examine and derive meaning from own and others' displayed visual artworks

Independent Activity/ Homework:

Vetted by :	 Signature:	Date :

WEEK THIRTEEN: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: ONE

Week Ending: 14th April, 2022					Class siz	e:
Day:				Date :		
Friday, 60 minut		14th April, 2022				
Period :			Lesson:			
2			1 of 1			
2				1 of 1		
2			1 of 1			
2			1 of 1			
2			1 of 1			
Strand: MOTOR	SKILLS AND MOVEMENT		Sub-stra	nd:MAN	IPULATIV	E SKILLS
PATTERNS						
Indicator (code)		B1.1.2.1	.8	12		
Content standar	rd (code)	B1.1.2.1.				
Performance Inc	dicator	Learners	can bou	nce and o	dribble a	ball (continuously) with one
		hand	hand			
Core Competen	tion Comr	nunicatio	n and Col	laboratio	n Personal Development and	
Leadership Critic	cal Thinking and Problem S	olving.				
Marriago de						
Keywords						
T D (a)		Dalla				
T. L .R. (s)	DE aluiado	Balls				
Ref:	PE curricul	um Page				
DAY	Phase 1:	Phase 2:	Main			Phase 3:
	Starter	(new lea	rning incl	uding		Plenary / Reflections
	(preparing the brain	assessm	ent)			
	for learning)					
Friday, 60	Learners jog round a	Arrange	cones in a	straight	line	What new things have you
minutes demarcated area in after			after warm ups. Place a ball about		learned today?	
	files while singing and	50cm in	front of th	ne first co	ne.	
	clapping to warm-up	Move th	e ball thro	ough the o	cones by	Learning progress voting:
	the body for maximal	making a	a slow and	d continuo	ous push	Ask learners to show by
	performance and to	in a serp	entine mo	ovement.	Guide	their fingers of 5 or 3 or 1
	prevent injuries	learners	to practio	es the ski	ll as	as to those 'who really got it', 'got some of it' or
						didn't get it' respectively.

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

/etted by :	Signature:	Date :
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SUBJECT: GHANAIAN LANGUAGE CLASS: ONE

				Class	s size:
Day:			Date	e:	
Period :			Less	on:	
2			1 of	1	
Strand :		Su	Sub-strand :		
Extensive Read	ing	Вι	uilding tl	ne Love	e and Culture of Reading
Indicator (code)	B1.6.1.1	1		
Content standa	rd (code)	B1.6.1.1			
Performance In	dicator	Learners should read simple sentences of about three to four words			
Core Competencies: Creativity and Innovation Co Leadership Critical Thinking and Problem Solving.		mmunica	ition and	l Collak	poration Personal Development and
Keywords					
T. L .R. (s)		Manila	cards, m	arkers,	recorded audios visual
Ref:	Ghanaian Langu	age cur	riculum		
DAY	Phase 1:	Phase 2	: Main		Phase 3:
	Starter	(new lea	_		Plenary / Reflections
	(preparing the brain	includin	•		
	for learning)	assessm	nent)		
	Cover Up	• Write			What new things have you
	Learners in convenient groups.	made up four wo board.	-		learned today? Learning progress voting:
	 Write a word on the board. Cover all the letters except the first one, beginning from the left to the right, and ask 	 Lead lead the Call leather sent one. 	e senten arners to	ces. o read	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.

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	• Allow other learners to point to the word /sentence as another learner reads.	Independent Activity/ Homework:
word for pupils to blend the sounds to read 5. The pupil who blend the sounds to read wins the game.	Assessment: let learners read simple sentences of about three to four words	
DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?		
Share lesson indicator and treat key words with learner .		

	Vetted by :	Signature:	. Date :
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