

A thick vertical gold bar is on the left side of the page. A yellow arrow-shaped bar points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 4
BASIC ONE

Abstract, thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right.

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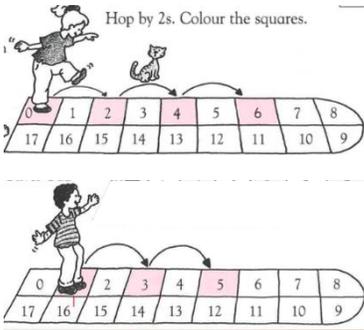
SCHEME OF LEARNING- WEEK 4

BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.8.1.2. BI.2.7.2.2. BI.4.5.1.3. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can describe characters and their actions in a story</p> <p>C. Learners can use basic descriptive words in writing simple sentence</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Led learners to recite few rhymes</p> <p><u>Ding Dong Bell</u> Ding, dong, bell Pussy's in the well. Who put her in? Little Johnny Green Who pulled her out? Little Tommy Stout. What a naughty boy was that</p>	<p><u>A. ORAL LANGUAGE</u> (Asking and Answering Questions. Pg 13)</p> <p>Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. i. <i>Should I clean the board?</i> ii. <i>Is that your chair?</i> iii. <i>Do you have a pencil in your bag?</i></p> <p>Introduce Wh- questions in context. e.g. i. <i>What is this?</i> ii. <i>What is your name?</i> iii. <i>How old are you?</i> iv. <i>How are you?</i></p> <p>Pair learners to ask and answer questions. Note: Yes/No questions use rising intonation and Wh-questions is falling intonation. However, answers for both use the falling intonation.</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p><u>B. READING</u> (Vocabulary)</p> <p>Read an interesting story to learners.</p> <p>Put learners in groups to identify and describe characters and their actions in stories read.</p> <p>Have learners to act parts of the story. Let learners identify their best characters and talk about them.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>

<p>Wednesday</p>	<p>Label all objects in the classroom with numbers. Put learners into pairs and ask them to make a list of all the items in the classroom.</p> <p>This should be time to create competition. The group to make the most list wins.</p>	<p>C. WRITING (<i>Writing simple words and sentence</i>)</p> <p>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</p> <p>Let learners tell the sizes, shapes and colors of the objects. Explain simply to them that the words talk about objects.</p> <p>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big.</p> <p>Encourage learners to write two simple sentences each.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>
<p>Thursday</p>	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple Prepositions. Page 36</i>)</p> <p>Engage learners to play the classroom ghost game.</p> <p>Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>
<p>Friday</p>	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p>

Week Ending			
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 9		
Learning Indicator(s)	BI.1.2.4.1		
Performance Indicator	Learners can use counting on, counting down and missing addend strategies for adding and subtracting within 20		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Teacher mentions a word, e.g. cat Learners write its rhyming word</p> <p>Engage learners to sing songs and recite familiar rhymes in relation to the lesson</p>	<p>Engage learners in activities to make them aware that counting is related to addition i.e., recognizing that adding 2 is the same as counting on 2</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p>Engage learners in "counting on" activities For example, to add $5 + 3$, Write the numbers starting from 1 to 20 on the board with equal intervals. start at 5 and count on 3 places... 6, 7, 8. The answer is 8.</p> <p>Guide learners to also use the number line to perform some counting on.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p>ONCE I CAUGHT A FISH ALIVE One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so</p>	<p>Learners to use "Making 10s" strategy to solve addition statements. For example: Add $7 + 2 + 3$,</p> <p>First do $7 + 3 = 10$ then add 2. ($10+2$) The answer is 12.</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	Which finger did it bite? This little finger on my right																														
Thursday	<p>Let learners fill in the missing the boxes</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> <td>8</td> </tr> <tr> <td>9</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td></td> <td>12</td> <td></td> <td>14</td> </tr> <tr> <td>15</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>19</td> <td></td> <td>21</td> </tr> <tr> <td>22</td> <td></td> <td>24</td> <td></td> </tr> </table>	1	2	3			6		8	9		11			12		14	15		16			19		21	22		24		<p>Learners to use "Making 10s" strategy to solve addition statements.</p> <p>Here, have learners to rearrange the numbers. For example: if given $7 + 2 + 3$, let learners change the order of the addends to $7 + 3 + 2$ to produce combinations that add to 10;</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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Friday	<p>Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be.</p> <p>Let learners paste their drawings on the classroom wall to create a gallery.</p>	<p>Learners to use "Making 10s" strategy to solve addition statements.</p> <p>For example: if given $2 + 6 + 4$, add the two last addends first to produce $2 + 6 + 4 = 2 + 10 = 12$</p> <p>Or if given $8 + 3$, change question to $8 + 2 + 1 = 10 + 1 = 11$)</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																												

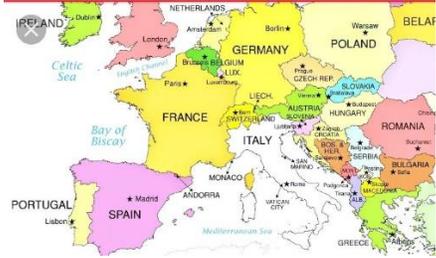
Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 15
Learning Indicator(s)	BI.4.4.2.1
Performance Indicator	Learners can identify simple agricultural tools and their uses
Strand	Our Nation Ghana
Sub strand	Farming In Ghana
Teaching/ Learning Resources	Pictures, Charts, Video Clips
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Paste a chart on the board showing pictures of farm tools. Let learners talk about the picture and identify the names of the tools in the picture.</p> 	<p>Begin the lesson by finding out from learners who have backyard farm or goes to the farm often</p> <p>Enquire from learners the common tools they use at their farms or backyard farms</p> <p>Learners look at pictures of simple agricultural tools or the real tools people use in the community to farm.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins</p>	<p>Invite learners to demonstrate the use of this simple agricultural tools.</p> <p>Take learners out to the field or school farm to make use of some of the tools.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher. Ask them to summarize what was covered in the previous lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins</p>	<p>Revise with learners on some simple tools people use in the community to farm.</p> <p>Let learners draw some of the agricultural tools used in Ghana, e.g. cutlass, hoe, mattock, rake, hand fork, axe, watering can, etc.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 4		
Learning Indicator(s)	BI.3.1.1.2		
Performance Indicator	Learners can outline the moral lessons in the early lives of the religious leaders.		
Strand	Religious Leaders		
Sub strand	Birth of the leaders of the three major religion in Ghana		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Share an interesting story with learners about yourself.</p> <p>Call a learner to share his/her story to the whole class.</p>	<p>Lead learners to talk about the moral lessons they have learnt from the discussions about Jesus Christ.</p> <p>Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.</p> <p>Let learners dramatize the moral lives of the religious leaders.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page 7
Learning Indicator(s)	BI.3.1.1.1
Performance Indicator	Learners can explore which Europeans came to Ghana
Strand	Europeans in Ghana
Sub strand	Arrival of Europeans
Teaching/ Learning Resources	Pictures, Charts, Video Clips

Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																					
	<p>Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place.</p> <p>Have learners to paste their drawings on the classroom wall to create a gallery</p>	<p>Let learners arrange the Europeans which they came to Ghana in the order which they came (starting with those who came first)</p> <table border="1"> <thead> <tr> <th>Country</th> <th>People</th> <th>Year</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> <td>1471</td> </tr> <tr> <td>Britain</td> <td>British</td> <td>1553</td> </tr> <tr> <td>Holland</td> <td>Dutch</td> <td>1595</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> <td>1642</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> <td>1647</td> </tr> <tr> <td>Germany</td> <td>Germans</td> <td>1682</td> </tr> </tbody> </table>	Country	People	Year	Portugal	Portuguese	1471	Britain	British	1553	Holland	Dutch	1595	Denmark	Danes	1642	Sweden	Swedes	1647	Germany	Germans	1682	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
Country	People	Year																						
Portugal	Portuguese	1471																						
Britain	British	1553																						
Holland	Dutch	1595																						
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Sweden	Swedes	1647																						
Germany	Germans	1682																						
	<p>Divide the class into groups.</p> <p>Invite each group to revise the previous lesson to the whole class</p>	<p>In groups, let learners locate each of these countries on the world map using the internet.</p>  <p>Have learners to sketch the individual country maps.</p> <p>Let learners create galleries of their sketches and paste them on the classroom wall.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>																					

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.2.2.2.3 BI.2.2.3.3		
Performance Indicator	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	In the previous lesson we learned how the “Kpatsa” dance reflect the lives of Akan regions of Ghana. Guide learners to create own dance to reflect their culture. Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc. Guide learners to determine the style and plan the dance	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Learners to sing songs and play games to get them ready for the lesson	Show learners a video or pictures of the dance you want to teach.  Demonstrate the dance moves to learners as they observe. Have learners practice the moves in a formation dance	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Learners to tell the part of the lesson that interest them most.

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.1.1.1.1.-3		
Performance Indicator	Learners can discuss the times of the day, say the names of the days of the week and say the time by the hour.		
Strand	Reading		
Sub strand	Presentation		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage learners to sing the alphabets song A B C SONG A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me	Write the different times of the day on a flashcard. Lead learners to read the different times of the day. Assist learners to recognize and mention the different times of the day. E.g.: <i>morning, afternoon and evening.</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Teacher mentions a word, e.g. cat Learners write its rhyming word Sing songs and recite familiar rhymes in relation to the lesson	Write the names of the days of the week on the board. Lead learners to read the names of the days of the week. Assist learners to recognize and mention the names of the days of the week. E.g. <i>Monday, Tuesday, Wednesday, etc.</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Select 10 words and write them two different times on word cards. Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.	Ask a learner to tell the time for assembly and for recreation time in the school. Discuss time with the learners using a model clock. Assist learners through discussion to tell time by the hour. E.g.: <i>The time is 1 o'clock. The time is 12 o'clock, etc.</i>	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.1.12.1.16:		
Performance Indicator	Learners can demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these skills such as coordination, reaction time, flexibility			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Let learners warm up their bodies by jumping and jogging within a demarcated area.	<p>After warm-ups, demonstrate walking to an even beat such as clapping, music (one-two, one two...,etc.) and smooth transition to running when the beat changes to uneven beat (one,two,three.,etc.,).</p> <p>Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.</p> <p>Observe and give corrective feedback.</p> <p>Organize walking to jogging or walking to running game for learners to create fun and enjoyment.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p> <p>End the lesson with cool down.</p>