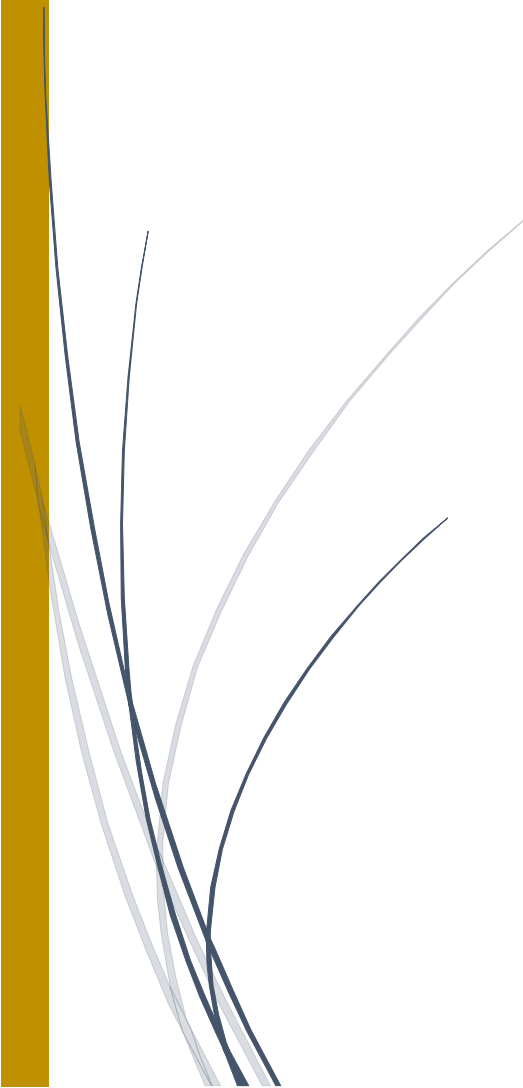


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SAMPLE LESSON NOTES-WEEK 5
BASIC ONE

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Fayol Inc.
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SCHEME OF LEARNING- WEEK 5

BASIC ONE

Name of School.....





Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.9.1.1. BI.2.7.2.3. BI.4.7.1.1. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can give and respond to commands and instructions</p> <p>B. Learners can connect, ideas and information in stories to own experiences and knowledge of the world</p> <p>C. Learners can find, read and copy sentences from a given substitution tables</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 I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Ding dong bell.</u> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn</p>	<p>A. ORAL LANGUAGE <i>(Giving & Responding to Commands)</i></p> <p>Give commands and instructions to learners. e.g. Command: Keep quiet, Hands up, Sit down, Bring your books, Start work, etc.</p> <p>Pair learners to give/obey commands.</p> <p>Have learners listen to simple instructions and act in response.</p> <p>Let learners practice by giving commands in pairs.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Row, Row, Row Your Boat</u> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p>B. READING <i>(Comprehension)</i></p> <p>Tell or read out texts aloud to learners.</p> <p>Let learners answer simple questions based on the events, characters and values, etc. in the text.</p> <p>Have them relate ideas and information in the stories to personal experiences and knowledge of the world.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p>	<p>C. WRITING <i>(Controlled writing)</i></p>	<p>Give learners task to complete while you go round the class to support</p>


	<p><u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p>Have a simple 3-4 column substitution table on the board.</p> <p>Have learners identify the words that make up the table.</p> <p>With examples, guide learners to form oral sentences from the substitution table.</p> <p>Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback.</p>	<p>those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>Sea shells</u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <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 do re-work if possible.</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>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	Engage learners to sing songs and recite rhymes Tooting tutors A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Guide learners to add numbers using the "Making doubles" strategy For example: if $5 + 4$, do $4 + 4 = 8$ then add 1. The answer is 9. Or if given $6 + 7$, change question to $6 + 6$, which give 12 then add 1. The answer is 13. Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Engage learners to sing songs and recite rhymes Sleet slitters I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Guide learners to add numbers using the "Making doubles" strategy For example: if $5 + 4$, do $4 + 4 = 8$ then add 1. The answer is 9. Or if given $6 + 7$, change question to $6 + 6$, which give 12 then add 1. The answer is 13. Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to sing songs and recite rhymes Pease Porridge Hot Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old: Some like it hot, some like it cold Some like it in the pot, nine days old.	Have learners relate subtraction to counting down Learners recognize that subtracting 3 is the same as counting down 3. For example; for $15 - 3$, start at 15 and count on 3 places... 14, 13, 12. The answer is 12. Assessment: Have learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Thursday	Engage learners to sing songs and recite rhymes "Itsy Bitsy Spider"	Have learners relate subtraction to comparison or finding the difference Learners recognize that subtracting 5 from 8 is the same as ' 5 is how many	Give learners task to complete whiles you go round to guide those who don't understand.

	<p>The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>less than 8; or '8 is how many more than 5; Assessment: Have learners to practice with more examples.</p>	<p>Give remedial learning to those who special help.</p>
Friday	<p>Engage learners to sing songs and recite rhymes</p> <p>"It's Raining, It's Pouring It's raining; it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Guide learners to add and subtract numbers using the "Using addition to subtract" strategy or re-writing as addition sentence and finding the missing addend</p> <p>For example; if given $7 - \square = 5$, change the question to the addition $5 + \square = 7$.</p> <p>The answer is 2, so $7 - 2 = 5$. $7 - \text{What?} = 5$ means $5 + \text{What?} = 7$</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	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	BI. 5.1.1.2		
Performance Indicator	Learners can know the need for and how to clean the teeth		
Strand	Humans And The Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste.		
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)
	<p>Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!</p>	<p>Begin with a familiar song on cleaning the teeth.</p> <p>Ask learners to mention the items used in cleaning the teeth, e.g. toothbrush and toothpaste, chewing stick etc.</p>  <p>Let learners watch an audio visual or pictures that show the right way to clean the teeth.</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>Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!</p>	<p>Demonstrate the right method of brushing the teeth (moving the toothbrush in an upward and downward motion) in front of the class and ask learners to do same.</p>  <p>Have learners demonstrate the method of brushing the teeth in pairs and in groups</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

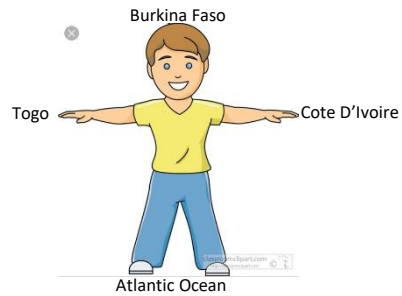
			
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Let learners individually draw and color some items used in brushing the teeth and display their drawings for discussion.</p> <p>Learners talk about what will happen if they do not brush their teeth regularly.</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	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 16		
Learning Indicator(s)	BI.5.1.1.1.		
Performance Indicator	Learners can mention Ghana's Neighbors		
Strand	My Global Community		
Sub strand	Our Neighboring Countries		
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Engage learners in a community circle time. Tell learners some history about Ghana. <i>Ghana is a peaceful nation who is known by her generous hospitality. Ghana was once known as Gold Coast because of her rich mineral deposit in the land. She gained her independence from her colonial masters in 1957. The current president of Ghana is H.E Nana Addo Danquah Akufu Addo. There are about 25 million people in Ghana. Ghana has 16 regions namely; Upper West, Upper East, Savanna, North East, Northern, Bono East, Brong Ahafo, Oti, Ahafo, Eastern, Ashanti, Volta, Western, Western North, Greater Accra And Central Regions.</i> Let learners let ask and response to facts they are not clear with concerning the history of Ghana. Learners to tell the parts of the history that interest them most.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Guide learners to identify her neighboring countries. Ghana is surrounded by other countries and have their own history. These countries are called neighbor countries. e.g. Nigeria, Togo, south Africa, Benin, Liberia, cote d'Ivoire Neighbor countries can be immediate neighbors and distant neighbors. Learners to identify Ghana's immediate neighbors. e.g. Togo, Burkina Faso and cote d'Ivoire	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.	Learners demonstrate the positions of Ghana's neighboring countries by using the body	Ask learners to summarize what they have learnt.

Using questions and answers review learners on the previous lesson.

e.g. to my right is Togo, to my left is La Cote d'Ivoire, to my front is Burkina Faso and to my back is the sea (the Atlantic Ocean)

Learners compose a song/rhyme and draw a learner with arm stretched showing Ghana's neighbors



Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 5		
Learning Indicator(s)	BI. 4.1.1.1		
Performance Indicator	Learners can Identify the role of the individual members of the family.		
Strand	The Family and the Community		
Sub strand	Roles and relationships		
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>Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord</p> <p>The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!</p>	<p>Let learners, in groups, talk about their roles and roles of their parents in the family: - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc.</p> <p>Let learners role-play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc.</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>

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>Divide the class into groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson. Have the group's exchange the papers and solve the questions on them. The first group to get every question correct wins!</p>	<p>Revise with learners the European countries whose citizens came and settled in Ghana - Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands.</p> <p>Put learners into groups and write names of countries on a flashcards.</p> <p>Display the flashcards on the floor, call learners to pick the flashcards in turns. Learners must mention the name of the country on the card and indicate whether it is part of the country whose citizens settled in Ghana.</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>Put learners into pairs.</p> <p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.</p> <p>The other partner have to find out which one is the lie.</p>	<p>Group learners in a horse shoe formation, engage them to sing some patriot songs.</p> <p>Example: <u>Yɛn Ara Asaase Ni</u> Yɛn ara asaase ni; Eʔe abɔ den den de ma yɛn, Mogya a nananom hwie gu Nya de to hɔ ma yɛn, Aduɾu me ne wo nso so, Sɛ yɛbɛyɛ bi atoa so.</p> <p>Nimdeɛ ntraso, nkoto-kranne; Ne pɛsɛmenkomenya, Adi yɛn bra mu dem, ama yɛn asaase hɔ dɔ atomu sɛ. Chorus 2x: ɔman no, sɛ ɛbɛyɛ yie o ɔman no, sɛ ɛrenyɛ yie o; Eʔe nsɛnnahɔ sɛ, ɔmanfo bra na ɛkyerɛ. ɔman no, sɛ ɛbɛ yɛ yie o! ɔman no, sɛ ɛrenyɛ yie o!;</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

ԵյԷ nսԷ nahՉ սԷ,
Չmanfo mmra na ԳennkyerԷ.

Engage learners to play the country
hunt game using the world map.



Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.1.3.4.3 BI.1.3.5.3
Performance Indicator	Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect topical issues in the local community
Strand	Visual Arts
Sub strand	Displaying and Sharing
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)
	<p>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.</p> <p>Guide learners to plan for the exhibition by:</p> <ul style="list-style-type: none"> - fixing a date - selecting a venue - inviting an audience <p>Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);</p> <p>Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</p> <p>Clean and prepare the hall and its environment and make it ready for the exhibition;</p> <p>Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

Week Ending			
Class	One		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.2.7.1.1-2		
Performance Indicator	Learners can do picture reading and read simple sentences of about four to five words		
Strand	Reading		
Sub strand	Silent Reading		
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)
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Put learners into groups and provide them with a picture book. Encourage learners to discuss the pictures among themselves while you go around to monitor. Call leaders of the various groups to read their pictures to the whole class.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air. Engage learners to sing songs and dance to it	Write simple sentences made up of four or five words on a card and display it on the board for learners to see. Lead learners to read the sentences as a group. Call learners to read and point to the sentences one by one.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Write simple sentences made up of four or five words on a card and display it on the board for learners to see. Lead learners to read the sentences as a group. Call learners to read and point to the sentences one by one.	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)	BI.1.13.1.17:		
Performance Indicator	Learners can roll in log form from stationary to a distance and back (from lying position).		
Strand	Motor Skill And Movement Patterns		
Sub strand	Rhythmic skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these skills such as flexibility, muscular strength, muscular endurance, coordination, creativity, leadership skills, confidence			
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 jog within a demarcated area to warm up their bodies</p> <p>Show learners pictures or videos depicting the skill to be learnt.</p>	<p>Take learners through general and specific warm-ups by jogging while flexing and twisting of body parts.</p> <p>Learners spread mats or mattresses in line.</p> <p>Lie on the mat/mattress at the start with legs closed and straight. Arms attached to the body side by side while facing up.</p> <p>Roll continuously from the start to the end with a maintained body posture. Roll back to the start.</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 log roll game for learners to create fun and enjoyment.</p> <p>End the lesson with cool down.</p>