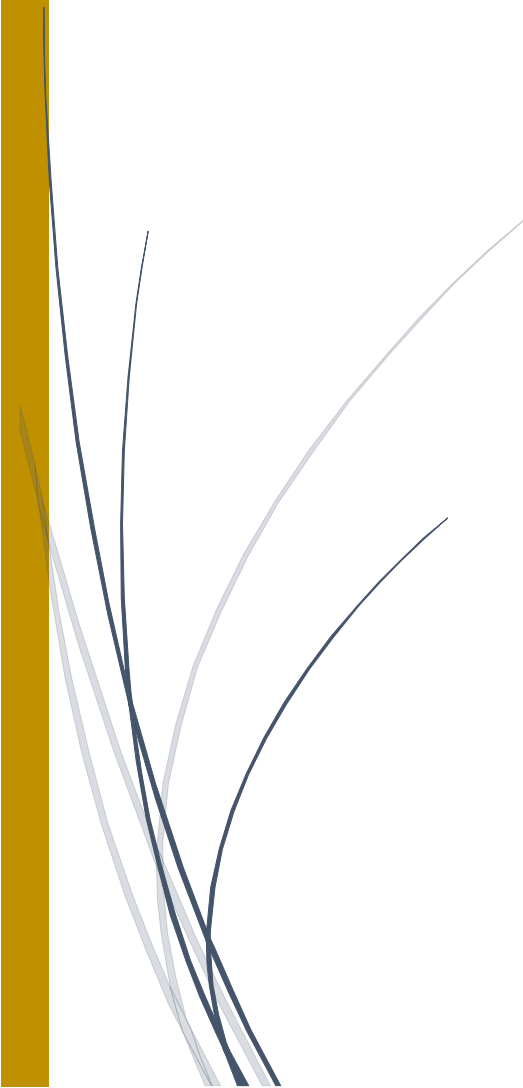


A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 10
BASIC ONE

A series of 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 10

BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.10.1.2. B1.2.7.2.6. B1.4.7.1.3. B1.5.10.1.2. B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can generate and select ideas on a given topic for presentation</p> <p>B. Learners can identify the structure of a story</p> <p>C. Learners can match parts of sentences to compose meaning texts</p> <p>D. Learners can fill in blank spaces in simple words</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>Engage learners in the “Change your style” game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”.</p> <p>Briefly discuss your presentation</p> <p>Let learners take turns to talk about their friends.</p> <p>Encourage others to ask questions after each presentation.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Narrate a suitable story.</p> <p>Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending.</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 familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p style="text-align: center;">C. WRITING (Controlled writing)</p> <p>Demonstrate the activity by writing a few sentences on the board.</p> <p>Have learners rearrange jumbled parts of sentences to make meaningful texts.</p> <p>Let learners read their sentences to the class for feedback.</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>

Thursday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>Spelling</i>)</p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p>	
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. <u>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 17		
Learning Indicator(s)	BI.3.3.1.1		
Performance Indicator	Develop an understanding of measuring as a process of comparing pairs of items.		
Strand	Geometry and Measurement		
Sub strand	Measurement – Length, Mass and Capacity		
Teaching/ Learning Resources	Ruler, rope, meter rule		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal			
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	Play a game of “I spy” with learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc.	<p>Display two items side by side, where one is tall and the other is short. For example, show to learners two dolls.</p>  <p>Give students these materials to hold and compare them. Call two students to the front of the class and ask which is tall and which is short.</p> <p>Choose several pairs of students with varying heights to compare</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	Play a game of “I spy” with learners using riddles that describes the relative position of various object, e.g. “I spy something that is beside the chair, in front of the bookcase, etc.	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is smaller.</p> <p>Gather students in a circle on the carpet. Show them a large item, such as a big book, and tell them that is big.</p> <p>Show students a little item, such as a pencil, and tell them that is small compared to the big book.</p> <p>Give other items to various students. Have learners place big items in one pile and small items in another</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Hold up the two objects from the introduction and model thinking aloud to differentiate between the two, e.g. "I have to work harder to hold the rock. The feather feels lighter in my hand, it might float away on its own."</p> <p>Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter.</p> <p>Display two more objects and ask students to predict or make a guess using what they</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



		know, to decide which item is heavier and which is lighter than one another	
Thursday	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is bigger</p> <p>Show them a large item, such as a big book, and tell them that is big.</p> <p>Show students a little item, such as a pencil, and tell them that is small compared to the big book.</p> <p>Give other items to various students. Have learners place big items in one pile and small items in another</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is thinner/light</p> <p>Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter.</p> <p>Display two more objects and ask students to predict or make a guess using what they know, to decide which item is heavier and which is lighter than one another</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 33		
Learning Indicator(s)	BI.5.3.1.1		
Performance Indicator	Identify technologies in the immediate environment and describe the impact of the technology on society		
Strand	Humans And The Environment		
Sub strand	Science & Industry		
Teaching/ Learning Resources	Toys, laptops, smart phones, watches, radio and DVD players		
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Engage learners to watch videos or pictures showing technologies and their impact on the society</p> <p>Bring electronic devices such as toys, laptops, smart phones, watches, radio and DVD players to class</p> <p>Learners in groups discuss other technological equipment they see in their immediate environment and their accompanying functions, e.g. cars, drones, thermometers.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners present their ideas in groups for discussion</p> <p>Ask learners to talk about what will happen if such technologies were absent in the society</p> <p>Guide learners to reshape their ideas and present key concepts on common technologies in the environment on the writing board</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners mention some technological devices and how these have impacted their lives</p> <p>In groups learners work to design and make simple technological devices of their choice using materials such as blu tack, clay, cardboard and paper.</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	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 17		
Learning Indicator(s)	BI.5.4.I.I.		
Performance Indicator	Identify technology tools in communication		
Strand	My Global Community		
Sub strand	Technology In Communication		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells.</p> <p>Learners draw and color drums, bells, gong gong to assemble people.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</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	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 5		
Learning Indicator(s)	B1.4.1.1.2		
Performance Indicator	Explain the role of the community in the upbringing of its members.		
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,			
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>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners, in groups, talk about the role of the community in the upbringing of its members through discipline.</p> <p>Let learners dramatize or role-play the roles of members of the community in the upbringing of its members through discipline.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	BI.6.I.I.I.
Performance Indicator	Learners can Identify the Presidents Ghana has had since 1960
Strand	Independent Ghana
Sub strand	The Republics
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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>  <p>Edward Akufo-Addo</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <p>Using pictures and charts, learners talk about the fourth President of the country and dates of tenure. e.g. <i>Edward Akufo-Addo</i></p> <p>Edward Akufo-Addo born on 26 June 1906, was a Ghanaian politician and lawyer. He was a member of the big six leaders of the UGCC, and one of the founding fathers of Ghana who engaged in the fight for Ghana's independence. He became the chief justice and later became the president of Ghana from 1970 to 1972.</p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>  <p>Ignatius Kutu Acheampong</p>	<p>Guide learners to name the presidents of Ghana since 1960. e.g. <i>Ignatius Kutu Acheampong</i></p> <p>Kutu Achempong born on 23 September 1931, was a military head of state of Ghana who ruled from 13 January 1972 to 5 July 1978, when he was deposed in a palace coup. He was later executed by firing squad.</p> <p>He led the supreme military council I (SMC I) in a coup to overthrow J.A Ankrah's National liberation council.</p> <p>Using pictures and charts, learners talk about the fifth President of the country and dates of tenure.</p> <p>Match pictures of Ghana's presidents with their names.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B1.1.2.2 B1.1.2.3.		
Performance Indicator	Learners can develop ideas and create a visual artwork based on ideas from visual artworks found in the local community		
Strand	Visual Arts & 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)
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Engage learners to make a simple beadwork using materials in the local community.</p> <p>Learners gather materials and tools available in their community.</p> <p>Demonstrate and guide learners to make a simple beadwork.</p> <p>Allow learners to practice in groups following the steps provided</p> <p>Learners to discuss and compare their artworks to the artworks studied.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p style="text-align: center;">Bamaya dance</p>	<p>In our last performing arts lesson, we learnt how to create our own dance moves.</p> <p>Guide learners to pick a piece of music for the dance. e.g. Bamaya dance</p> <p>Guide learners to determine the style and plan for the dance. Show learners a video or pictures of the dance.</p> <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 58		
Learning Indicator(s)	B1.6.1.1.1		
Performance Indicator	Learners can read simple sentences of about three to four words.		
Strand	Extensive Reading		
Sub strand	Building the Love And Culture of Reading In Learners		
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 songs and recite rhymes <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	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	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	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	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes <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.	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	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 14		
Learning Indicator(s)	B1.4.3.4.3		
Performance Indicator	Explain the purpose of warming up before physical activity and cooling down after physical activity.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Body composition		
Teaching/ Learning Resources	Pictures and Videos		
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 play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Learners discuss that warm-ups when done well is to minimize injuries and cool down helps the body to relax quickly or recover fast as well as reduce fatigue after physical activity. This should be treated during the warm-up and cool down phase of practical physical education lesson.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt