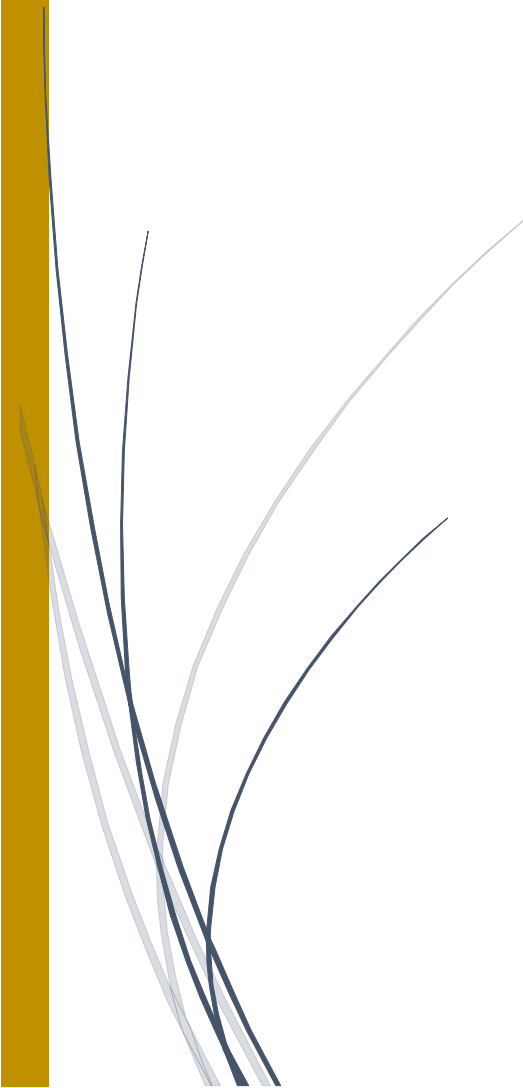


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SAMPLE LESSON NOTES-WEEK 6
BASIC ONE

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

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

SCHEME OF LEARNING- WEEK 6



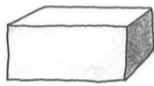

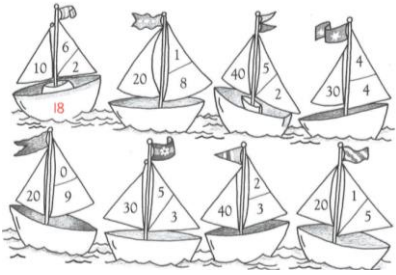
BASIC ONE

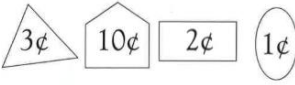
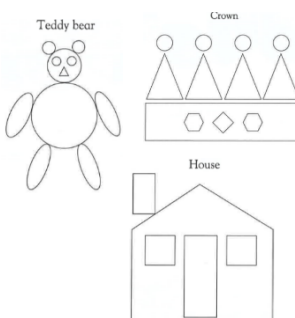
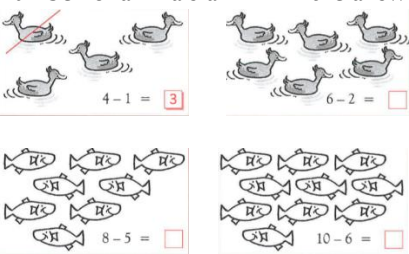
Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.9.1.1. B1.2.7.2.4. B1.4.7.1.1. B1.5.7.1.1. B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can give and respond to commands and instructions</p> <p>B. Learners can read level-appropriate texts with prompting and support</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 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	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	<p>A. ORAL LANGUAGE (Giving & Responding to Commands)</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	Have learners to play games and recite familiar rhymes to begin the lesson.	<p>B. READING (Comprehension)</p> <p>Have learners read texts with all the prompting and support that can help them in their reading.</p>	Give learners task to complete while you go round the class to support those who might need extra help.
Wednesday	<p>Have learners play a game or sing a song to review the previous lesson</p> <p>HOT CROSS BUNS Hot cross buns, Hot cross buns. One a penny two a penny. Hot cross buns. If you have no daughters Give them to your sons. One a penny two a penny.</p>	<p>C. WRITING (Controlled writing)</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. With examples, guide learners to form oral sentences from the substitution table.</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>







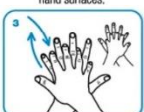
	Hot cross buns	Have learners write their sentences. Ask pairs to do peer editing. Invite learners to read out their sentences to the class for feedback	
Thursday	<p>Have learners play a game or sing a song to review the previous lesson.</p> <p><u>Baa, Baa, Black Sheep</u> Baa, baa, black sheep Have you any wool. Yes sir, yes sir, three bags full. One for my master, one for his dame, One for the little boy who lives down the lane</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (Using <i>Simple Prepositions</i>. Page 36)</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	Have a variety of age appropriate books for learners to make a choice from.	<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</p> <p>Learners to draw parts of the story they read</p>

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 10
Learning Indicator(s)	B1.1.2.4.2
Performance Indicator	Learners can solve one-step word problems involving addition and subtraction within 20 using a variety of strategies
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>Engage learners to find the missing numbers in the table.</p> <table border="1" style="margin-bottom: 10px;"> <tr> <td>number</td> <td>between</td> <td>number</td> </tr> <tr> <td>20</td> <td></td> <td>24</td> </tr> </table> <table border="1" style="margin-bottom: 10px;"> <tr> <td>3 less</td> <td>number</td> <td>3 more</td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> </table> <table border="1"> <tr> <td>number</td> <td>between</td> <td>number</td> </tr> <tr> <td>18</td> <td></td> <td>22</td> </tr> </table>	number	between	number	20		24	3 less	number	3 more		30		number	between	number	18		22	<p>Use a variety of strategies to solve addition word problems.</p> <p>Learners to use the addition grid table to solve addition problems.</p> <p>Draw a 7 by 7 number grid and guide learners to draw rings around pairs of numbers that adds up to 20.</p> <table border="1" style="text-align: center;"> <tr><td>15</td><td>5</td><td>3</td><td>10</td><td>10</td><td>4</td><td>19</td></tr> <tr><td>8</td><td>6</td><td>20</td><td>0</td><td>9</td><td>1</td><td>10</td></tr> <tr><td>12</td><td>13</td><td>7</td><td>12</td><td>0</td><td>16</td><td>1</td></tr> <tr><td>4</td><td>5</td><td>10</td><td>16</td><td>4</td><td>5</td><td>10</td></tr> <tr><td>9</td><td>2</td><td>18</td><td>7</td><td>20</td><td>3</td><td>10</td></tr> <tr><td>11</td><td>3</td><td>3</td><td>1</td><td>0</td><td>11</td><td>9</td></tr> <tr><td>17</td><td>1</td><td>1</td><td>19</td><td>3</td><td>18</td><td>11</td></tr> </table> <p>Assessment: have learners to practice with more grids.</p>	15	5	3	10	10	4	19	8	6	20	0	9	1	10	12	13	7	12	0	16	1	4	5	10	16	4	5	10	9	2	18	7	20	3	10	11	3	3	1	0	11	9	17	1	1	19	3	18	11	<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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Tuesday	<p>Engage learners to label the following shapes.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> <div style="text-align: center;">  <hr style="width: 80%; margin: 0 auto;"/> </div> </div>	<p>Use a variety of strategies to solve addition word problems.</p> <p>Guide learners to add the numbers on the sails and write the totals on the boat.</p> <p style="font-size: small;">Add the numbers on the sails. Write the totals on the boats.</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>																																																																			

<p>Wednesday</p>	<p>Have learners to play games and recite familiar rhymes to begin the lesson.</p>	<p>Use a variety of strategies to solve addition word problems to 20. For example: Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?</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>
<p>Thursday</p>	<p>Engage learners to add the cost and find the cost of each object.</p>  	<p>Use a variety of strategies to solve subtraction problems.</p> <p>Learners to use crossing out to solve subtraction problems.</p> <p>Guide learners to cross out the correct number of animals and fill in the answers.</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>
<p>Friday</p>	<p>Have learners to play games and recite familiar rhymes to begin the lesson.</p>	<p>Use a variety of strategies to solve subtraction word problems to 20 For example: Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</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)	B1. 5.1.1.3
Performance Indicator	Learners can demonstrate understanding of the need for and how to wash the hands
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	

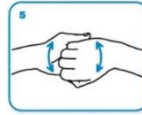
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Lead learners through questions to come out with the importance of washing the hands</p> <p>Elaborate on their responses to introduce the topic “Hand-Washing”</p> <p>Learners discuss when to wash their hands.</p> <ul style="list-style-type: none"> -The hands must be washed after visiting the toilet, - before eating and after eating, - after practical activity, - after returning to the home from school or the playground 	<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>Ask learners questions to review their understanding in the previous lesson</p>	<p>Ask learners to name items used in hand-washing. (soap and running clean water)</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Bring to the classroom, items used for hand-washing and demonstrate the washing of hands to learners, emphasizing washing under running/flowing water.</p> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <p>Wet hands with water</p> </div> <div style="text-align: center;">  <p>Rub hands palm to palm</p> </div> <div style="text-align: center;">  <p>apply enough soap to cover all hand surfaces.</p> </div> <div style="text-align: center;">  <p>right palm over left dorsum with interlaced fingers</p> </div> </div>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Have learners share what is going on in their lives. You and your learners might talk about plans for the weekends.

Engage learners in groups to demonstrate washing of hands



palm to palm with fingers interlaced



backs of fingers to opposing palms with fingers interlocked



rotational rubbing of left thumb clasped in right palm



rotational rubbing, backwards and forwards with clasped

Learners brainstorm on the possible health effects associated with failure to wash the hands properly

Ask learners to draw illustrations of them washing their hands with water

Ask learners to summarize what they have learnt.

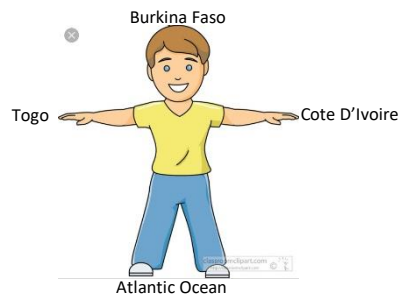
Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 16		
Learning Indicator(s)	B1.5.1.1.1.		
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)
	<p>Invite learners to tell stories of their mistakes they have committed in the past.</p> <p>Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Engage learners in a community circle time. Tell learners some history about Ghana.</p> <p><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></p> <p>Let learners let ask and response to facts they are not clear with concerning the history of Ghana.</p> <p>Learners to tell the parts of the history that interest them most.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Guide learners to identify her neighboring countries.</p> <p>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</p> <p>Neighbor countries can be immediate neighbors and distant neighbors</p> <p>Learners to identify Ghana's immediate neighbors. e.g. Togo, Burkina Faso and cote d'Ivoire</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Ask learners questions to review their understanding in the previous lesson.

Learners demonstrate the positions of Ghana's neighboring countries by using the body
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



Ask learners to summarize what they have learnt.

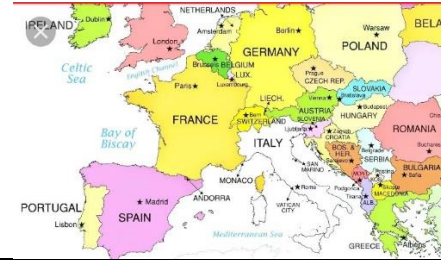
Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 5		
Learning Indicator(s)	B1. 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)	B1.3.1.1.1		
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> <i>Yɛn ara asaase ni; Ɛyɛ abɔ den den de ma yɛn, Mogya a nananom hwie gu Nya de to hɔ ma yɛn, Aduru me ne wo nso so, Sɛ yɛbɛyɛ bi atoa so.</i></p> <p><i>Nimdeɛ ntraso, nkoto-kranne; Ne pɛsɛmenkomenya, Adi yɛn bra mu dem, ama yɛn asaase hɔ dɔ atomu sɛ.</i></p> <p>Chorus 2x: <i>Ɔman no, sɛ ɛbɛyɛ yie o Ɔman no, sɛ ɛrenyɛ yie o; Ɛyɛ nsɛnnahɔ sɛ, Ɔmanfo bra na ɛkyerɛ. Ɔman no, sɛ ɛbɛ yɛ yie o!</i></p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Չman no, սԷ ԷrenyԷ yie ol;
ԷyԷ nսԷ nahՉ սԷ,
Չmanfo mmra na yennkyerԷ.

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.2.3.4.3 BI.2.3.5.3		
Performance Indicator	Learners can perform own artworks to share own creative experiences of performing artworks that reflect topical issues in the local community		
Strand	Performing 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)
	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. Ask learners to talk about parts of the video or pictures that interest them.	Learners are to watch a short video that reflects topical issues in the local community; Plan a display of own music, dance and drama to educate and inform the public on the effects of topical issues experienced in the local community. Discuss the need for performing collection of own or others music, dance and drama. Develop a roadmap for the event (performance): - fixing a date - selecting a venue - inviting an audience.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Select and agree on a theme for the performance; Send manual or electronic invitations (e.g. letters, postcards, WhatsApp); Select own or others compositions for the performance, Plan the sequence of events, stage plan identifying the positions of all facilities. Post-performance activities: cleaning, appreciation, appraisal, evaluation, reporting.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B1.2.8.1.1.-2		
Performance Indicator	<ul style="list-style-type: none"> ❖ Learners can blend syllables to form words. ❖ Learners can read aloud words and simple sentences using correct pronunciation. 		
Strand	Reading		
Sub strand	Fluency		
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)
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Revise syllables with learners.</p> <p>Write some syllables on the board and lead learners to read them.</p> <p>Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base /cry/ + /ing/ = crying</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them</p>	<p>Read aloud a text or simple sentences with correct pronunciation.</p> <p>Let learners say the simple sentences after you.</p> <p>Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Read aloud a text or simple sentences with correct pronunciation.</p> <p>Let learners say the simple sentences after you.</p> <p>Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences.</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	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B1.2.4.2.5:
Performance Indicator	Identify the base of support of balanced objects.
Strand	Motor Skill And Movement Patterns
Sub strand	Body management
Teaching/ Learning Resources	Pictures and Videos

Core Competencies: Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies

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>Guide learners to identify base of support by;</p> <ol style="list-style-type: none"> 1. Standing up-legs as the base of support  2. Sitting on the chair – chair as the base of support.  3. Assume other shapes and lead learners to identify the base of support 	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>