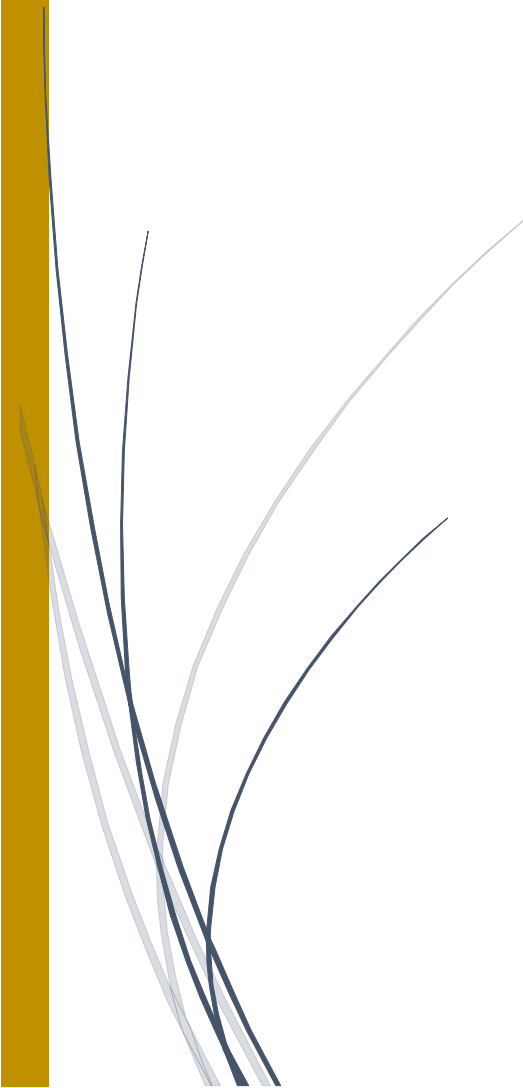


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SAMPLE LESSON NOTES-WEEK 9
BASIC ONE

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 9

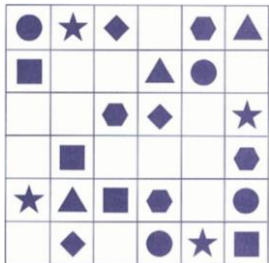
BASIC ONE

Name of School.....

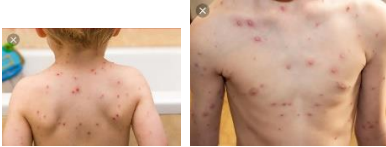

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.10.1.2. B1.2.7.2.5. B1.4.7.1.3. B1.5.10.1.1 B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can generate and select ideas on a given topic for presentation</p> <p>B. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc.</p> <p>C. Learners can match parts of sentences to compose meaning texts</p> <p>D. Learners can identify and spell simple words correctly.</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. 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>Engage learners to sing songs and recite familiar rhymes</p> <p>SIX LITTLE MICE Six little mice sat down to spin, Pussy cat passed and she peeped in. What are you doing, my little men? Weaving coats for gentlemen. Shall I come in and cut off your threads? No, no, pussy cat, you’d bite off our heads! Oh, no, I’ll not, I’ll help you spin. That may be so, but you don’t come in.</p>	<p style="text-align: center;">B. READING (Comprehension)</p> <p>Begin the comprehension lesson with before reading. e.g. K -What learners know about the topic of information text.</p> <p>Continue with while reading activities to enhance their understanding of the text. e.g. a) Herring Bone strategy</p> <p>W - What the learners want to know).</p> <p>End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives.</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>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY</u> <u>TITLEMOUSE</u></p> <p>Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>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>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u></p> <p>I hear thunder! I hear thunder! Hark don't you, Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling)</p> <p>Help learners to write two letter words correctly e. g. go, so, in, on.</p> <p>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.</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>
<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</p> <p>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.3.2.1. 1
Performance Indicator	Learners can tell the position of objects relative to other objects in space using words such as above, below, to the right etc.
Strand	Geometry and Measurement
Sub strand	Position And Transformation
Teaching/ Learning Resources	Counters patterns made from manila cards
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>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>	<p>Learners tell their sitting position relative to other children in the classroom. For example, Yaw is on the third line (row), three places from Ama and to the left of Kwesi.</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Use the following the six shapes to fill in the empty boxes; circle, hexagon, triangle, diamond, square, star. The objective is to have each shape appear only once in each row or column.</p> 	<p>Engage learners to tell the position of items in the classroom. For example, the ball is on the table, about 3 feet tall.</p> <p>The model numbers are arranged in ascending order, etc.</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>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>	<p>Engage learners to tell the position of objects and items on the school compound. For example, the trees are in a straight line, about 10metres apart.</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</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>Engage learners to tell the position of objects and items in the community. For example, the ladder leans against the wall and makes an angle of about 30°</p> <p>Assessment: Let learners practice with more examples.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


Friday	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.	Engage learners to tell the position of objects and items in the community. For example, the ladder leans against the wall and makes an angle of about 30° Assessment: Let learners practice with more examples.	Ask learners to tell you what they have learnt Give learners individual or home task
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Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B1.5.2.1.1		
Performance Indicator	Learners can Identify some common diseases that affect the skin and their causes		
Strand	Humans And The Environment		
Sub strand	Diseases		
Teaching/ Learning Resources	Pictures and videos depicting some common skin disease		
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 pictures and videos or tell a story on common skin diseases</p>  <p>Learners into groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox 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>
	<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>In groups learners share their ideas on common skin diseases with the whole class.</p>  <p>Reinforce learners' ideas by writing all common skin diseases on the 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>Brainstorm with learners on the causes of common skin diseases</p> <p>Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios.</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.5.3.1.1.
Performance Indicator	Learners can collect types of data
Strand	My Global Community
Sub strand	Sources Of Information
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>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 collect various items from the environment, count and record them in a book, e.g. count the number of tables, chairs, exercise books, textbooks and record them.</p> <p>Talk about the various types of data gathered.(discrete or continuous)</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>Guide learners to collect various items from the environment, count and record them in a book, e.g.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f28b82; color: white;">Discrete</th> <th style="background-color: #f28b82; color: white;">Continuous</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;"> <ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election </td> <td style="background-color: #e6f2ff;"> <ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity </td> </tr> </tbody> </table> <p>Talk about the various types of data gathered.(discrete or continuous)</p> <p>Let learners answer questions based on the data they have collected.</p>	Discrete	Continuous	<ul style="list-style-type: none"> # of eggs in a basket # of kids in a class # of Facebook likes # of diaper changes in a day # of wins in a season # of votes in an election 	<ul style="list-style-type: none"> Weight difference to 8 decimals before and after cookie binge. Wind speed Water temperature Volts of electricity 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
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Discrete	Continuous						
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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, 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>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>Let learners, in groups, talk about the role of the community in the upbringing of its members through education.</p> <p>Let learners dramatize or role-play the roles of members of the community in the upbringing of its members through education.</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		
Learning Indicator(s)	B1.6.1.1.1.		
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>Guide learners to name the presidents of Ghana since 1960.</p> <ul style="list-style-type: none"> i. Dr. Kwame Nkrumah ii. Joseph Arthur Ankrah iii. Akwasi Afrifa iv. Edward Akufo-Addo v. Ignatius Kutu Acheampong vi. Fred Akuffo vii. Ft. Jerry John Rawlings viii. Dr. Hilla Limann ix. John Agyekum Kuffour x. John Evans Atta Mills xi. John Dramani Mahama xii. Nana Addo Danquah Akuffo Addo. <p>Match pictures of Ghana's presidents with their names.</p>  <p>General Akwasi Afrifa</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>Using pictures and charts, learners talk about the third President of the country and dates of tenure.</p> <p><i>Lieutenant General Akwasi Afrifa was Ghanaian soldier, farmer. Traditional ruler and Politian. He was the head of state of Ghana and leader of the military government in 1969 and then chairman of the president commission between 1969 and 1970. He was elected as member of parliament in 1979 but was executed before he could take his seat in June 1979.</i></p> <p>Have learners retell the history of dr. kwame nkrumah and act parts of the history.</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	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI.2.1.1		
Performance Indicator	Learners can produce artworks found in their communities.		
Strand	Visual Arts & Performing Arts		
Sub strand	Thinking and Exploring Ideas (School based project)		
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 to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p>	<p>In our last visual arts lesson, we learnt how to make clay pot using materials in the local community.</p> <p>Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make clay pot.</p> <p>Demonstrate and guide learners to make a simple clay pot.</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>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>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. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance. Show learners a video or pictures of the dance you want to teach.</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 57		
Learning Indicator(s)	BI.5.7.1.1-3		
Performance Indicator	Learners can write two and three letter words correctly.		
Strand	Writing Convention & Grammar Usage		
Sub strand	Integrating Grammar In Written Language (Spelling)		
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)
	Put learners into groups. Have learners fine words for each of the alphabets letters on the topic. The group with the most words wins.	Write two letter words on flashcards and show it to learners. Lead learners to mention the words. Put learners in groups and do spelling game or competition among the groups. Let learners write the two letter words correctly.	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.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Ask learners to say some words they know. List the words on the board. Write the three-letter words at one side and say them aloud to learners. Write some of the three-letter words on flashcards and show it to learners. Lead learners to mention the words. Let learners write the three-letter words correctly.	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 "Itsy Bitsy Spider" 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"	Write some words on the board. Lead learners to read the words. Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s).	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)	B1.4.2.4.2:		
Performance Indicator	Recognize the need to drink water during and after physical activity.		
Strand	Physical Fitness Concepts, Principles And Strategies		
Sub strand	Substance		
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)
	<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>Through discussions, learners identify the need to drink water during water during physical activity.</p> <p>Example; to prevent heat stroke, dehydration, to control the body temperature, 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>