

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

SAMPLE LESSON NOTES-WEEK 2
BASIC ONE

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

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com




SCHEME OF LEARNING- WEEK 2

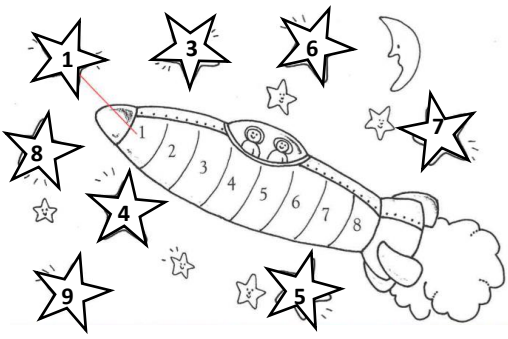
BASIC ONE


Name of School.....


Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.8.1.1. BI.2.7.2.1. BI.4.5.1.2. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering yes/no questions</p> <p>B. Learners can demonstrate understanding of the purpose and features of narrative texts</p> <p>C. Learners can write simple familiar words</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>E. Learners can read a variety of age – appropriate books and texts from print</p>	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Draw or print pictures of some common sight words with numbers on them and stick them on the classroom wall.</p> <p>Have learners to make a list of the words.</p> <p>They can do it in groups and within a given time to create competition.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (<i>Asking and Answering Questions. Pg 13</i>)</p> <p>Demonstrate Yes/No questions and their responds.</p> <p>Drill learners on the questions and responses.</p> <p>Let pair of learners ask and answer questions, e.g. Pupil A: Is this a book? Pupil B: Yes, it is / No, it isn't.</p>	<p>Have learners answer with YES/NO.</p> <ol style="list-style-type: none"> 1. Do you like rice?..... 2. Have you eaten?..... 3. Did you bath?..... 4. Does it often rain here?..... 5. Has he ever been beaten?..... 6. Is he a man?.....
Tuesday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p><u>ONE LITTLE FINGER</u> One little finger, One little finger. Two little fingers, tap, tap, tap! Point to the ceiling, point to the floor. Put them on your head, Head!</p> <p>(<i>continue by pointing to other parts of the body</i>)</p>	<p style="text-align: center;">B. READING (<i>Comprehension. Pg 25</i>)</p> <p>Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts.</p> <p>Have learners identify the different purposes in different narrative texts read/heard.</p> <p>Have them identify the features of given texts in pairs or in groups.</p>	<p>Ask learners to mention the names of their favorite characters in the story and why?</p> <p>Let learners act part of the story playing the roles of their favorite characters.</p> <p>Have learners to read and spell the key words on the board</p>
Wednesday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p>One potato, two potatoes</p>	<p style="text-align: center;">C. WRITING (<i>Writing Simple Sentences. Pg32</i>)</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p>


	<p>One potato, two potatoes, three potatoes, four!</p> <p>Five potatoes, six potatoes, seven potatoes, more!</p>	<p>Let learners mention their favorite dishes or food.</p> <p>Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.</p> <p>Let learners mention the ingredients as teacher writes them on the board.</p> <p>Let them then work as individuals, choose their own special food or dish and write the ingredients.</p> <p>Let learners do peer editing.</p>	<p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Engage learners to the “alphabet game”</p> <p>Have learners to finds propositions that start with the first letters of the alphabets.</p> <p>A → above</p> <p>B → Behind</p> <p>C → ?</p> <p>D → ?</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Simple Prepositions. 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 and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Clap Hands Clap hands, clap hands, Till father comes home, For fathers got money, But mothers got none.</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>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</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 8	
Learning Indicator(s)		BI.1.2.2.3	
Performance Indicator		Learners can generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers within 20	
Strand		Number	
Sub strand		Number Operations	
Teaching/ Learning Resources		Counters, bundle and loose straws base ten cut square	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p><u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.</p>	<p>Write addition and subtraction problems e.g. $2 + 3 = 5$ $20 - 8 = 12$</p> <p>Learners in their groups discuss and generate word problems to match the number sentences. E.g.1 $2 + 3 = 5$ There are 2 apples. 3 apples more are added. How many are there in total? E.g.2 $20 - 8 = 12$ There are 20 crayons in a box. Henry takes 8 crayons. How many are left?</p> <p>Guide learners to solve the addition and subtraction problems</p> <p>Assessment: Have learners to solve several examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Tuesday	<p>Have learners to determine the next pattern</p> <p>1. </p> <p>2. </p> <p>3. </p>	<p>Write addition and subtraction problems. e.g. $8 + 5 = 13$ $18 - 10 = 8$</p> <p>Learners in their groups discuss and generate word problems to match the number sentences. E.g.1 $8 + 5 = 13$ Patrick collects 8 marbles. Patrick's father gives him 5 more. How many marbles does Patrick have? E.g.2 $18 - 10 = 8$ Mark weighs 18 pounds. He weighs 10 pounds after falling sick. How many pounds have he lost.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>


		<p>Guide learners to solve the addition and subtraction problems</p> <p>Assessment: Have learners to solve several examples.</p>	
Wednesday	<p>Have learners to sing songs and recite rhymes they are familiar with.</p> <p><u>WE SHALL HAMMER</u></p> <ul style="list-style-type: none"> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same. <p>(continue to any desired number)</p>	<p>Write addition and subtraction problems, e.g. $13 + 5 = 18$ $16 - 5 = 11$</p> <p>Learners in their groups discuss and generate word problems to match the number sentences.</p> <p>E.g.1 $13 + 5 = 18$ There are 13 pencils in a box. Esther adds 5 more pencils. How many pencils are there in the box?</p> <p>E.g.2 $16 - 5 = 11$ There are 16 tickets available for a movie. 5 tickets are given out. How many tickets are left?</p> <p>Guide learners to solve the addition and subtraction problems</p> <p>Assessment: Have learners to solve several examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Thursday	<p>Have learners to make number patterns in the air as you mention them.</p> <p>Increase the pace as learners progress.</p>	<p>Guide learners to name numbers that is 1 more and 1 less.</p> <p>Engage learners in activities that will give them exposure to add 1 more or 1 less,</p> <p>Example: Draw a line to add 1 to each number on the rocket</p>  <p>Assessment: Have learners to solve several examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Friday	<p>Have learners to count the animals, draw dots and write the number.</p>	<p>Guide learners to name numbers that is 2 more and 2 less.</p> <p>Engage learners in activities that will give them exposure to add 1 more or 1 less,</p> <p>Example:</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>






 two






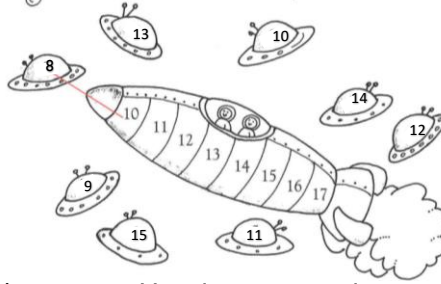









Draw a line to deduct 2 to each number on the rocket



Assessment: Have learners to solve several examples.

Week Ending	
Class	One
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	BI.4.3.1.1
Performance Indicator	Learners can explain force as a pull or a push on an object.
Strand	Forces And Energy
Sub strand	Forces And Movement
Teaching/ Learning Resources	Ball, boxes, tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle opener

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>Show learners pictures and let them describe the actions in each picture.</p> 	<p>Show pictures or ask learners to mention activities in the home and the community that involve a push or a pull, e.g. donkey pulling a cart, people pushing a car, people drawing water from a well</p> <p>Take learners outside the classroom to participate in several games or activities involving pull or a push force, e.g. kicking and throwing of balls, pushing and pulling of boxes, tables and chairs and tug of war</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Have learners to draw any 2 activities that involve pushing or pulling of objects.</p> <p>Let them share their drawings with their friends</p>	<p>Learners observe the movement of things, e.g. leaves, plants, balloons and other materials under the influence of the wind. Pictures and videos can be used.</p> <p>Let them discuss other actions that will cause objects to move.</p> <p>Guide learners to brainstorm on why the pushed objects move</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Have learners to draw any 2 activities that involve pushing or pulling of objects.</p> <p>Let them share their drawings with their friends</p>	<p>Elaborate on learners' responses to explain that a push or a pull causes objects to move. Such a push or pull is termed as a force</p> <p>Engage children in drawing activities involving pushing and pulling e.g. a friend pushing an object</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>Give learners individual or home task</p>



Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 14		
Learning Indicator(s)	BI.4.3.1.1.		
Performance Indicator	Learners can explore the importance of energy in the home, school and community		
Strand	Our Nation Ghana		
Sub strand	Responsible Use Of Resources		
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)
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Revise with learners the meaning of energy and where we get energy from. Through questions and answers, learners mention the types of energy sources available in their homes and communities, e.g. sun, wind, firewood, charcoal, kerosene and gas (LPG)	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	In small groups and using pictures, engage learners to discuss how we get energy from sun, wind, firewood, charcoal, kerosene and gas (LPG) etc. Let learners talk about the uses of energy, e.g. cooking, smoking and drying of food items.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Engage learners to draw a bulb, flashlight, coal pot, etc. Share their drawings with peers in the class in order to appreciate the sources of energy in the home and community.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 4		
Learning Indicator(s)	BI.3.1.1.2		
Performance Indicator	Learners can outline the moral lessons in the early lives of the religious leaders.		
Strand	Religious Leaders		
Sub strand	Birth of the leaders of the three major religion in Ghana		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Let learners sing religious songs they are familiar with.</p> <p>Have learners to summarize what they learnt during their previous Sunday school church service.</p>	<p>Lead learners to talk about the moral lessons they have learnt from the discussions about the prophet Mohammed.</p> <p>Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives.</p> <p>Let learners dramatize the moral lives of the religious leaders.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</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 literate

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 some patriot songs they are familiar with. Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana. Example: Who is the vice president of Ghana?</p> <p>When did Ghana gained her independence?</p>	<p>Revise with learners the meaning of the word Europeans.</p> <p>Europeans are the people who come from the continent of Europe. Some countries found in Europe are Britain, Portugal, France, Germany and Netherlands. Thus, people from these countries are called Europeans.</p> <p>Using pictures and chart, guide learners to Identify the European countries whose citizens came and settled in Ghana. e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands</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>Give learners individual or home task</p>																		
	<p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p>	<p>Learners to Identify the European countries whose citizens came and settled in Ghana. e.g. Portugal, Britain, France, Sweden, Germany, (Brandenburg) Denmark, Norway, Netherlands</p> <table border="1" data-bbox="727 1623 1084 1864"> <thead> <tr> <th>Countries</th> <th>Citizens</th> </tr> </thead> <tbody> <tr> <td>Portugal</td> <td>Portuguese</td> </tr> <tr> <td>Britain</td> <td>British</td> </tr> <tr> <td>France</td> <td>French</td> </tr> <tr> <td>Sweden</td> <td>Swedes</td> </tr> <tr> <td>Germany</td> <td>Germans</td> </tr> <tr> <td>Denmark</td> <td>Danes</td> </tr> <tr> <td>Norway</td> <td>Norwegians</td> </tr> <tr> <td>Netherlands</td> <td>Dutch</td> </tr> </tbody> </table>	Countries	Citizens	Portugal	Portuguese	Britain	British	France	French	Sweden	Swedes	Germany	Germans	Denmark	Danes	Norway	Norwegians	Netherlands	Dutch	<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>Give learners individual or home task</p>
Countries	Citizens																				
Portugal	Portuguese																				
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France	French																				
Sweden	Swedes																				
Germany	Germans																				
Denmark	Danes																				
Norway	Norwegians																				
Netherlands	Dutch																				

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	BI 2.1.1.3		
Performance Indicator	Learners can reflect on own experiences and talk about how the performing artworks produced or performed in the local community reflect the natural environment		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
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>show pictures of people performing the Kpatsa dance to learners'</p> <p>let learners observe and talk about the pictures</p> 	<p>Guide Learners to brainstorm on performing artworks that are produced or performed by people in other parts of Ghana.</p> <p>Today we shall look at the "Kpatsa" dance. The "Kpatsa" dance is a traditional dance of the people of the Adangme people; it is said to be associated with abodo (dwarfs).Etc.</p> <p>Guide learners to identify the props, costumes, instruments and elements, , used in performing the "Kpatsa" dance;</p> 	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	<p>Learners observe and appreciate the performance of others</p>

Week Ending			
Class	One		
Subject	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.1.9. 1.1.-3		
Performance Indicator	Learners can recognize how to answer and use the question words “what”, “who”, “where” and “when”..		
Strand	Oral Language		
Sub strand	Asking And Answering Questions		
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>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Engage a learner in a conversation using the question words “who” and “what.”</p> <p>Let learners also converse in pairs using the question tags “who” and “what.”</p> <p>Ask learners questions to find out if they can recognize when to use question word. E.g. “What?” and “who?”.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Use questions and answers to review the previous lesson</p> <p>Learners to sing songs and recite rhymes</p>	<p>Engage a learner in a conversation using the question word “who” and “what.”</p> <p>Let learners also converse in pairs using the question words / tags “who” and “what.”</p> <p>Ask learners questions to find out if they can recognize when to use question word. “What?” and “who?”.</p> <p>Ask learners to say a sentence each using the question words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Use questions and answers to review the previous lesson</p> <p>Learners to sing songs and recite rhymes</p>	<p>Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.”</p> <p>Ask learners questions to find out if they can recognize when to use question tags. “what?”, “who?”, “where” and “when”.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Ask some learners to write some questions consisting of the question words on the board.</p> <p>Ask another learner to read and identify the question words.</p>	
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Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.1.11.1.14:		
Performance Indicator	Learners can dribble a ball in a forward direction, using the inside of the foot.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop skills such as pushing, coordination, agility, 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)
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Arrange cones in a straight line after warm-ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback.	Organize mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.