

A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 3**  
BASIC ONE

Abstract, 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 3

### BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	BI.1.3.1.1. BI.2.2.1.1. BI.4.2.1.1. BI.5.1.1.1. BI.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can listen to stories and be able to identify characters with their roles</p> <p>B. Learners can Identify the alphabet in order</p> <p>C. Learners can copy letters of the alphabet clearly</p> <p>D. Learners write capital letters correctly</p> <p>E. Learners read a variety of age and level appropriate books and texts from print</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards and a class library		
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite rhymes</p> <p><b><u>Row, Row, Row Your Boat</u></b> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.</p>	<p><b>A.<u>ORAL LANGUAGE</u></b></p> <p>Mount appropriate story pictures.</p> <p>Guide learners to tell the story logically, using the pictures at each stage.</p> <p>Pause and show pictures for learners to ask questions or answer questions to predict the next stage.</p> <p>Let learners retell the story in a chain, using the pictures, if necessary.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite rhymes</p> <p><b><u>Round and Round the Garden</u></b> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.</p>	<p><b>B.<u>READING</u></b></p> <p>Introduce the lesson with alphabet songs paying attention to the letters as they sing.</p> <p>Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ).</p> <p>Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards,</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>Flash out word cards for learners to make its sounds.</p>	<p><b>C.<u>WRITING</u></b></p>	<p>Give learners task to complete while you go</p>

	<p>Have learners to form a big circle. Display letter cards in the middle of the circle. Learners are to pick the letter cards in turns and make its sound.</p>	<p>Introduce learners to the lines and spaces they will be expected to write in.</p> <p>Demonstrate the letter on the board and in the air several times. Give ample practice. Let learners practice writing in the air, on sheets of paper or in jotters.</p> <p>Let learners execute the writing task.</p> <p>Give feedback after assessing learners' work.</p>	<p>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>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><b><u>D.WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b></p> <p>Through pick and write activity, revise writing of capital letters with learners.</p> <p>I J K L</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>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><b><u>E.EXTENSIVE READING</u></b></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>

<b>3<sup>rd</sup> Week Ending</b>															
<b>Class</b>		One													
<b>Subject</b>		<b>MATHEMATICS</b>													
<b>Reference</b>		Mathematics curriculum Page 3													
<b>Learning Indicator(s)</b>		B1.1.1.1.2													
<b>Performance Indicator</b>		Identify numbers in different positions around a given number (0 – 100)													
<b>Strand</b>		Number													
<b>Sub strand</b>		Counting Representation And Cardinality													
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square													
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision															
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>												
Monday	Engage learners to sing songs and recite rhymes  <b><u>Tooting tutors</u></b> A tutor who tooted a flute Tried to tutor two tooters to toot Said the two to their tutor, Is it harder to toot or To tutor two tooters to toot?	Display a number chart with numbers multiples of 2 between 0 and 100 and have learners identify numbers in different positions around a given number.  Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>24</td><td>16</td><td>8</td></tr> <tr><td>22</td><td>14</td><td>6</td></tr> <tr><td>20</td><td>12</td><td>4</td></tr> <tr><td>18</td><td>10</td><td>2</td></tr> </table>	24	16	8	22	14	6	20	12	4	18	10	2	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
24	16	8													
22	14	6													
20	12	4													
18	10	2													
Tuesday	Engage learners to sing songs and recite rhymes <b><u>Sleet slitters</u></b> I slit a sheet, a sheet I slit And on a slitted sheet I sit I slit a sheet, a sheet I sit. The sheet I slit, that sheet was it	Display a number chart with numbers multiples of 3 between 0 and 100 and have learners identify numbers in different positions around a given number.  Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>3</td><td>6</td><td>9</td></tr> <tr><td>18</td><td>15</td><td>12</td></tr> <tr><td>21</td><td>24</td><td>27</td></tr> <tr><td>36</td><td>33</td><td>30</td></tr> </table>	3	6	9	18	15	12	21	24	27	36	33	30	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
3	6	9													
18	15	12													
21	24	27													
36	33	30													
Wednesday	Engage learners to sing songs and recite rhymes <b><u>Pease Porridge Hot</u></b> Pease porridge hot. Pease porridge cold, Pease porridge in the pot, nine days old:	Display a number chart with numbers multiples of 4 between 0 and 100 and have learners identify numbers in different positions around a given number.  Put learners in convenient groups and give each group a number grid and	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.												

	<p>Some like it hot, some like it cold Some like it in the pot, nine days old.</p>	<p>have them identify numbers in different positions around a chosen number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>4</td><td>8</td><td>1</td></tr> <tr><td>16</td><td>18</td><td>11</td></tr> <tr><td>28</td><td>44</td><td>69</td></tr> <tr><td>67</td><td>76</td><td>96</td></tr> </table>	4	8	1	16	18	11	28	44	69	67	76	96	
4	8	1													
16	18	11													
28	44	69													
67	76	96													
Thursday	<p>Engage learners to sing songs and recite rhymes <b>"Itsy Bitsy Spider"</b> The itsy bitsy spider crawled up the water spout. Down came the rain, and washed the spider out. Out came the sun, and dried up all the rain and the itsy bitsy spider went up the spout again"</p>	<p>Display a number chart with numbers multiples of 5 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>10</td><td>35</td><td>30</td></tr> <tr><td>40</td><td>5</td><td>60</td></tr> <tr><td>25</td><td>20</td><td>15</td></tr> <tr><td>45</td><td>50</td><td>55</td></tr> </table>	10	35	30	40	5	60	25	20	15	45	50	55	<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>
10	35	30													
40	5	60													
25	20	15													
45	50	55													
Friday	<p>Engage learners to sing songs and recite rhymes <b>"It's Raining, It's Pouring"</b> It's raining: it's pouring. The old man is snoring. He bumped his head on the top of the bed, And couldn't get up in the morning.</p>	<p>Display a number chart with numbers multiples of 6 between 0 and 100 and have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>12</td><td>18</td><td>48</td></tr> <tr><td>6</td><td>42</td><td>54</td></tr> <tr><td>72</td><td>24</td><td>30</td></tr> <tr><td>36</td><td>66</td><td>60</td></tr> </table>	12	18	48	6	42	54	72	24	30	36	66	60	<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>
12	18	48													
6	42	54													
72	24	30													
36	66	60													

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 21		
<b>Learning Indicator(s)</b>	B1.1.1.2.2		
<b>Performance Indicator</b>	Know the basic needs of living things (food, water and air)		
<b>Strand</b>	Diversity of matter		
<b>Sub strand</b>	Living & Non Living Things		
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite rhymes <b>"If wishes were horses</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Give some examples of living things (for example things that eat/drink, move, grow and produce young ones).  Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth).  Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.	Ask learners questions to review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Give some examples of living things (for example things that eat/drink, move, grow and produce young ones).  Work in pairs to identify the basic needs of living things (e.g. food, water, air, shelter, appropriate warmth).  Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Give some examples of living things (for example things that eat/drink, move, grow and produce young ones).  Work in pairs to identify the basic needs of living things.  Elaborate on learners' ideas to guide them to brainstorm on the importance of basic needs of living things.	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.

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 3
<b>Learning Indicator(s)</b>	B1.1.2.1.1
<b>Performance Indicator</b>	Recognize individual characteristics as the basis of one's uniqueness
<b>Strand</b>	All about us
<b>Sub strand</b>	My self
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite rhymes <b>"If wishes were horses</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences.  Learners brainstorm on the importance of knowing and appreciating oneself.  Learners say things about themselves with confidence and positive self-esteem	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.
	Engage learners to sing songs and recite rhymes <b>Hot Cross Buns</b> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences.  Learners brainstorm on the importance of knowing and appreciating oneself.  Learners say things about themselves with confidence and positive self-esteem.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences.  Learners brainstorm on the importance of knowing and appreciating oneself.  Learners say things about themselves with confidence and positive self-esteem	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 2		
<b>Learning Indicator(s)</b>	B1. 1.1.1.2:		
<b>Performance Indicator</b>	Mention the names of some of the things God created.		
<b>Strand</b>	God his creation and attributes		
<b>Sub strand</b>	God the Creator		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games, sing songs and recite rhymes to begin the lesson.  Using questions and answers review learners on the previous lesson.	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains.  Let learners draw, color and model some of the things God created.  Help learners to role play, recite rhymes and sing songs about some of the things God created.	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.



<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 2		
<b>Learning Indicator(s)</b>	B1.1.1.1.1		
<b>Performance Indicator</b>	Explain that history deals with past human activities		
<b>Strand</b>	History as a Subject		
<b>Sub strand</b>	Why & How We Study History		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing some patriot songs they are familiar with.  Example: Arise Ghana Youth.	Mention the activity they witnessed on their first day at school  Identify any activity performed in the past which has not been performed again  List any past events they have witnessed  Explain that since those activities were performed in the past, they qualify to be called history  Learners sing a song, recite a rhyme or watch a documentary of any past activity.	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task
	Review the previous lesson with learners through questions and answers.  Let learners sing songs and recite rhymes. Ensure that all learners take part in it.	Identify any activity performed in the past which has not been performed again  List any past events they have witnessed  Explain that since those activities were performed in the past, they qualify to be called history  Learners sing a song, recite a rhyme or watch a documentary of any past activity.	Ask learners series of questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Ask learners to tell you what they have learnt  Give learners individual or home task

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B1 1.2.2.1 B1 1.2.3.1		
<b>Performance Indicator</b>	Create own artworks from imagination using available tools, materials and methods.		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Planning, Making and Composing (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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 refresh their memory on visual artworks that are produced or found in the local community.  Recall all kinds of visual artworks that reflect the history and culture of the people.  make decisions on how the artworks reflect the history and culture or way of life of people in the local community.	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.	Learners are to carefully select and use available tools, materials and methods of production to make own visual artworks such as drawing, doodling, patterns and modelling that reflect the history and culture of the people.  Guide learners to create useful artworks that reflects the history and culture of the local community, such as stools and symbols.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.4.1.1-3
<b>Performance Indicator</b>	Discuss the characters of the story Discuss the events in the story. Role play the story.
<b>Strand</b>	Oral Language
<b>Sub strand</b>	Story telling
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Show a clip or tell a story to learners.  Use questions to elicit names of characters in stories watched or told in class from learners.  Show a movie/play to learners.  Tell or read an interesting story to learners.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Discuss the story with the learners by talking about key issues.  Encourage learners to retell the actions in the story.  Let learners watch the clip again.  Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Discuss the story with the learners by talking about key issues.  Encourage learners to retell the actions in the story.  Let learners watch the clip again.  Read the story line to the learners and direct them to role play the story.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.3		
<b>Performance Indicator</b>	Roll a ball from stationary position using hands.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Manipulative skills		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> Learners develop these competencies and skills such as flexibility, muscular strength, agility			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Let learners jog within a demarcated area to warm up their bodies</p> <p>Show learners pictures or videos depicting the skill to be learnt.</p>	<p>Demonstrate to learners how to roll a ball from stationary using hands by placing a ball in front, bend the trunk forward and place the palm behind the ball, roll the ball forward while moving from one point to another.</p> <p>Guide learners to practice individually and in groups.</p> <p>Observe them practice at their own pace and give corrective feedback for correct skill mastery.</p> <p>Learners can further use bats or sticks to roll the ball to challenge the fast learners.</p>	<p>Organize mini game for learners for fun and enjoyment to prevent boredom.</p> <p>Take learners through cool down to end the lesson</p>