SAMPLE LESSON NOTES-WEEK 11

BASIC ONE



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SCHEME OF LEARNING- WEEK 11

BASIC ONE

Name of School.....

Week Endin	g				
Class		One	One		
Subject		ENG	ENGLISH LANGUAGE		
Reference		Engli	ish Language curriculum Page		
Learning Ind	licator(s)	B1.1	B1.1.10.1.3. B1.2.9.1.1. B1.4.12.1.1. B1.5.10.1.2. B1.6.1.1.1.		
Performance	e Indicator	A. Le	A. Learners can speak with confidence before different audiences,		
		B. Le	earners can read short and simple senter	nces at good pace	
		C.Le	earners can use words and simple senter	nces to describe self	
		D.Le	earners can fill in blank spaces in simple v	words	
		E. Le	earners can read a variety of age — appro	priate books and texts from	
			print.		
	earning Resources		Word cards, sentence cards, letter cards and a class library		
Core Compo	etencies: Reading and Writir	ng Skill	s Personal Development and Leadership and	Collaboration	
DAYS	PHASE I: STARTER 10 A	MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	(Preparing The Brain For		(New Learning Including	IOMINS	
	Learning)		Assessment)	(Learner And Teacher)	
Monday	Gather 10 objects that car	n be	A.ORAL LANGUAGE	Give learners task to	
,	found in the classroom an		(Presentation)	complete while you go round	
	lay them all out on the de	sk.	, ,	the class to support those	
	Show them all to the stud	ents	Have learners draw members of	who might need extra help.	
	and then cover everything		their nuclear family.		
	with a blanket or a sheet a	after		Have learners to read and	
	one minute.		Through think-pair-share strategy,	spell some of the keywords	
	Ask learners to write dow		let learners show and talk about	in the lesson	
	many items they remembe	er	their family members in pairs,		
	on a piece of paper.		smaller groups and as a class.		
			Use probing questions to have		
			learners talk more about their family		
			members.		
			e.g. i. Who is this one?		
			ii. Why did you draw him or her		
			first?		
		. ,.	Encourage shy learners to speak.	6. 1	
Tuesday	Write a simple word verti	ically	B. <u>READING</u>	Give learners task to	
	on the board . E.g. P		(Fluency)	complete while you go round	
	E N		Teacher models reading at a	the class to support those	
			reasonable pace.	who might need extra help.	
	Invite learners to come up with a word starting with		Have learners read short and simple	Have learners to read and	
	each letter of the vertical		sentences at a reasonable pace.	spell some of the keywords	
	word.		sericences at a reasonable pace.	in the lesson	
			Let learners read in small groups.		
Wednesday	Have learners sing songs a	and	C.WRITING	Give learners task to	
,	recite familiar rhymes		(Descriptive Writing)	complete while you go round	
	,		Model describing yourself in 2-3	the class to support those	
	MINGLE MINGLE		simple sentences using simple	who might need extra help.	
	•Mingle, mingle – mingle 2	x	descriptive words.		
	Two mingle (2 come				
	together)				

	•Mingle, mingle – mingle 2x	Write some descriptive words and	Have learners to read and
	Three mingle (3 come	discuss them with learners.	spell some of the keywords
	together)	Through questions, have pairs of	in the lesson
	•Mingle, mingle – mingle 2x	learners describe themselves to each	
	four mingle (4 come together)	other.	
		e.g. What is your name?	
		- My name is How	
		old are you?	
		- I am	
		Assist learners to write out their	
		sentences.	
Thursday	Write a simple word vertically	D. WRITING CONVENTIONS	Give learners task to
•	on the board . E.g. P	<u>& GRAMMAR USAGE</u>	complete while you go round
	E	(Spelling)	the class to support those
	N	, ,	who might need extra help.
	Invite learners to come up	Provide a passage with blank spaces	
	with a word starting with	and help learners to fill in the gaps	Have learners to read and
	each letter of the vertical	or spaces with familiar two or three	spell some of the keywords
	word.	letter words.	in the lesson
Friday	Have a variety of age	E.EXTENSIVE READING	Have learners to read and
•	appropriate books for		spell the key words on the
	learners to make a choice	Using book tease or book talk,	board
	from.	introduce the reading/ library time.	Learners to draw parts of
		Introduce picture or wordless	the story they read
		books, pop-up and flip-the-page texts	
		to learners.	
		Encourage them to read individually	
		and in pairs, and provide support and encouragement.	

Class Subject MATHEMATICS Reference Mathematics curriculum Page 18 Learning Indicator(s) B.I.4.I.I.I Performance Indicator Organize and represent data with up to three categories. Strand Data Sub strand Data Collection And Organization Teaching/ Learning Resources Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; DAYS PHASE I: STARTER 10 MINS (Preparing The Brain For Learning) Monday Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc. Tuesday Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the class and ask the learners to use two different objects to represent the number of first with a blue Lego block. Boys Girls Tuesday Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the class and ask the learners to use two different objects to represent the number of first with a blue Lego block. Boys Girls Ask learners to tell you with the class and ask the learners to use two different objects to represent the number of males and females Let learners represent the number of males and females Let learners represent the number of males and females Let learners represent the number of males and females Let learners represent the number of males and females Let learners represent the number of males with a blue Lego block, and represent the number of females with a blue Lego block. Brid ap picture of objects in front of the page to the page t	Week Endi	ng				
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	Wednesday	Play games and recite rhyn	nes		Ask learners to tell you what	
I that learners are tamiliar I class and ask the learners to use two I they have learnt	, , curiesuay	that learners are familiar	.103	class and ask the learners to use two	they have learnt	
with to begin the lesson. different category to represent the					and have learne	
number of natural and man-made. Give learners individual or		THE TO DESITE THE TESSOTI.		9 / .	Give learners individual or	
		Ask learners questions to		number of natural and man-made.		
review their understanding in			g in		HOHE LASK	
review their understanding in the provious lesson			g in	Natural Man-Made		
the previous lesson.		uie previous iesson.		* * \(\)		
				100 M		

		Let learners represent the number of natural items with a yellow Lego block, and represent the number of man-made items with a green Lego block. Natural items Man-made items Assessment: let learners solve several examples	
Thursday	Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.	Using the scenario in day one lesson, let learners solve simple problems (i.e. how many altogether, how many more or less). In the example, there were four boys and two girls in the picture, 4 boys and 2 girls. Altogether there are 6 pupils in the picture. Let learners use the Lego blocks to demonstrate this fact.	Ask learners to tell you what they have learnt Give learners individual or home task
Friday	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Using the scenario in day three lesson, let learners solve simple problems (i.e. how many altogether, how many more or less). In the example, there were six natural items and six man-made items in the picture, 6 natural items and 6 man-made items. Altogether there are 12 items in the picture. Let learners use the Lego blocks to demonstrate this fact.	Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending				
Class	One			
Subject	SCIENCE			
Reference	Science curriculum Page 34			
Learning Indicator(s)	B1.5.3.2.1			
Performance Indicator Identify foods that can be processed and preserved at home				
Strand	Humans And The Environment			
Sub strand Science & Industry				
Teaching/ Learning Resources Toys, laptops, smart phones, watches, radio and DVD players				
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal				
Development and Leadership Attention to Precision				
,				

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DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	(Preparing The Brain For	(New Learning Including	10MINS
	Learning) Play games and recite rhymes	Assessment) Ask learners to mention foods	(Learner And Teacher) Ask learners questions to
	that learners are familiar with to		•
		they ate in the morning and	review their understanding
	begin the lesson.	what was used to prepare the food.	of the lessson.
	Ask learners questions to		Give learners task to do
	review their understanding in	Provide samples of preserved	whiles you go round to
	the previous lesson.	foods such as roasted plantain,	guide those who need help.
		dried fish, smoked fish.	
		In groups, let learners name	
		vegetables, fruits and other	
		types of food that can be	
		preserved at home, e.g. okro,	
		pepper, tomato, onions, ginger,	
		cassava, yam, plantain.	
	Play games and recite rhymes	Learners talk about how food is	Ask learners to summarize
	that learners are familiar with to	prepared in their homes.	what they have learnt.
	begin the lesson.		
		Ask learners to tell how their	Let learners say 5 words
	Ask learners questions to	parents preserve food at home.	they remember from the
	review their understanding in		lesson.
	the previous lesson.	The food processing and	
		preservation methods must	
		include common ones such as	
		smoking, drying, frying, roasting,	
		baking and refrigeration.	
	Play games and recite rhymes	Learners talk about how food is	Ask learners questions to
	that learners are familiar with to	prepared in their homes.	review their understanding
	begin the lesson.		of the lessson.
		Ask learners to tell how their	
	Ask learners questions to	parents preserve food at home.	Give learners task to do
	review their understanding in		whiles you go round to
	the previous lesson.	The food processing and	guide those who need help.
		preservation methods must	·
		include common ones such as	
		smoking, drying, frying, roasting,	
		baking and refrigeration.	

One
OUR WORLD OUR PEOPLE
OWOP curriculum Page 17
B1.5.4.1.1.
Identify technology tools in communication
My Global Community
Technology In Communication
Pictures, Charts, Video Clips

Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship

DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DATS			IOMINS
	(Preparing The Brain For Learning)	(New Learning Including Assessment)	(Learner And Teacher)
	Play games and recite rhymes	Learners in groups talk about	Ask learners questions to
	that learners are familiar with to	technology tools used for	review their understanding
	begin the lesson.	communication e.g. gong gong,	of the lessson.
	begin the lesson.	drums, bells.	or the lessson.
	Ask learners questions to		Give learners task to do
	review their understanding in	Learners draw and color drums,	whiles you go round to
	the previous lesson.	bells, gong gong to assemble	guide those who need help.
		people.	
	Play games and recite rhymes	Learners in groups talk about	Ask learners to summarize
	that learners are familiar with to	technology tools used for	what they have learnt.
	begin the lesson.	communication e.g. mobile vans,	
		and community information	Let learners say 5 words
	Ask learners questions to	centers.	they remember from the
	review their understanding in		lesson.
	the previous lesson.	Learners draw and color mobile	
		vans, and community	
		information centers to assemble	
		people.	
	Play games and recite rhymes	Learners in groups talk about	Ask learners questions to
	that learners are familiar with to	technology tools used for	review their understanding
	begin the lesson.	communication e.g. mobile vans,	of the lessson.
		and community information	
	Ask learners questions to	centers.	Give learners task to do
	review their understanding in		whiles you go round to
	the previous lesson.	Learners draw and color mobile	guide those who need help.
		vans, and community	
		information centers to assemble	
		people.	

Week Er	nding					
Class		One	One			
Subject		RELIG	GIOUS & MORAL EDUCATIO	N		
Reference	e	RME o	curriculum Page 5			
Learning	Indicator(s)	B1.4.1	.1.2			
Performa	ance Indicator	Explai	n the role of the community in the i	upbringing of its members.		
Strand		The Fa	amily and the Community			
Sub strar	nd	Roles	and relationships			
Teaching	/ Learning Resources	Wall	charts, wall words, posters, video cli	p, etc.		
	PHASE I: STARTER 10 A (Preparing The Brain For Learning)	Digital L	Reconciliation, Togetherness, Unity Conteracy PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)		
	Review learners understar in the previous lesson using questions and answers Engage learners to play gate and sing songs to begin the lesson.	mes	Let learners, in groups, talk about the role of the community in the upbringing of its members through discipline. Let learners dramatize or role-play the roles of members of the community in the upbringing of its members through discipline.	Ask learners series of questions to review their understanding of the lesson Learners to read and spell the key words on the board.		

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			

Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAIS	(Preparing The Brain For	(New Learning Including	10MINS
	Learning)	Assessment)	(Learner And Teacher)
	Play games and recite rhymes	Guide learners to name the	Ask learners series of
	that learners are familiar with to	presidents of Ghana since 1960.	questions to review their
	begin the lesson.		understanding of the lesson
		Using pictures and charts,	
	Ask learners questions to review their understanding in the previous lesson.	learners talk about the sixth and seventh President of the country and dates of tenure.	Ask learners to summarize what they have learnt
		e.g. Fred Akuffo and Flt. Jerry John	Learners to read and spell
		Rawlings	the key words on the
		Mark to the Colonia	board.
		Match pictures of Ghana's	
		presidents with their names.	
	Teacher writes and lets students	Guide learners to name the	Ask learners series of
	see the answer on the board,	presidents of Ghana since 1960.	questions to review their
	perhaps a picture of object on the board.	e.g. Dr. Hilla Limann and John Agyekum Kuffour	understanding of the lesson
			Ask learners to summarize
	The students must come up	Using pictures and charts,	what they have learnt
	with questions in which the	learners talk about the eighth	•
	answer could be the object on	and nineth President of the	Learners to read and spell
	the board.	country and dates of tenure.	the key words on the
			board.
		Match pictures of Ghana's	
		presidents with their names.	

Week End	ding					
		One				
Subject CI		CREA	CREATIVE ARTS			
Reference Cre		Creati	ve Arts curriculum Page			
Learning I	Indicator(s)	B1.1.3	.4. B1.1.3.5.			
Performa	nce Indicator	Learne	ers can plan for a display of own visual	artworks		
Strand		Visual	Arts & Performing Arts			
Sub strane			playing and Sharing			
Teaching/	Learning Resources		s, videos, art paper, colors and traditionals in the community	nal art tools, other materials		
Core Con	npetencies: Decision Mal	king Crea	ativity, Innovation Communication Collabor	ration Digital Literacy		
DAYS	PHASE I: STARTER MINS (Preparing The Brain Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION IOMINS (Learner And Teacher)		
	Show pictures and vide the artwork to exhibit.		Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local	Teacher moves round the class to monitor the progress of learners in their sketches.		
	Engage learners to sing about work.		Learners should select a theme for their art. E.g. go green or save trees. Learners should plan their art in a sketch form.	Encourage learners to come out with good sketches. Give out manual invitations cards to learners to be given to their parents.		
	Show pictures and vide the artwork to exhibit. Engage learners to sing about work.		Organize a place for the exhibition. Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.	Appreciate and thank parents for their presence. Let learners organize themselves to clean up the place after the exhibition.		
			Evaluate individual art and allow pupils to talk about them in the form of appraisal. Discuss the moral lessons in the song.			

Week En	nding				
Class		One			
Subject		GHANAIAN LANGUAGE			
Reference		Ghanaian Language curriculum Page 58			
Learning Indicator(s)		B1.6.2.1.1			
Performance Indicator		Learners can read simple sentences of about three to four words.			
Strand		Extensive Reading			
Sub strand		Reading Aloud			
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card			
Core Co	ompetencies: Creativity an	d inno	vation, Communication and collaboration,	Critical thinking	
DAYS	PHASE I: STARTER 10 N		PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	(Preparing The Brain For	•	(New Learning Including	IOMINS	
	Learning)		Assessment)	(Learner And Teacher)	
	Engage learners to sing so	ngs	Write sentences made up of three	Ask learners questions to	
	and recite rhymes		or four words on the board.	review their understanding	
	Round and Round the			of the lessson.	
	<u>Garden</u>		Lead learner to read the sentences.		
	Round and round the gard	en		Give learners task to do	
	Like a teddy bear.		Call learners to read the sentences	whiles you go round to	
	One step. Two step,		one by one.	guide those who need help.	
	Tickle you under there.				
	Have learners play games		Write sentences made up of three	Ask learners to summarize	
	recite familiar rhymes to b	egin	or four words on the board.	what they have learnt.	
	the lesson			Las la sur sur sur Faccardo	
	Llaing guartians and answer		Lead learner to read the sentences.	Let learners say 5 words	
	Using questions and answer		Call learners to read the sentences	they remember from the lesson.	
	review their understanding the previous lesson	3 01	one by one.	lesson.	
		200	Write sentences made up of three	Ask learners to summarize	
	Engage learners to sing so and recite rhymes	ıgs	or four words on the board.		
	Hot Cross Buns		or rour words on the board.	what they have learnt.	
	Hot cross buns!		Lead learner to read the sentences.	Let learners say 5 words	
	Hot cross buns!		Lead learner to read the sentences.	they remember from the	
	One ha' penny. Two ha'		Call learners to read the sentences	lesson.	
	· '		one by one.	1633011.	
	penny.		One by one.		

Week E	nding				
Class		One	One		
Subject PI		PH	PHYSICAL EDUCATION		
Reference PE		PE c	E curriculum Page 15		
Learning Indicator(s)		BI.5	B1.5.3.5.3:		
Performance Indicator		Den	Demonstrate non-verbal appreciation.		
Strand \		Valu	Values And Psycho-Social Concepts, Principles And Strategies		
Sub strand Gro		Gro	Group dynamics		
Teaching/ Learning Resources Pict		Pict	Pictures and Videos		
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For		PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION	
	Learning)	,,	Assessment)	(Learner And Teacher)	

Clapping does not only appreciate someone but also activates receptors in the large area of the brain which can lead to

improvement in one's health.