



SAMPLE LESSON NOTES-WEEK 11

BASIC ONE



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SCHEME OF LEARNING- WEEK 11

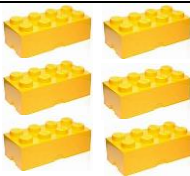
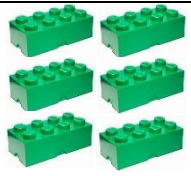
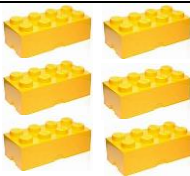
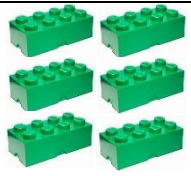
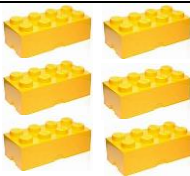
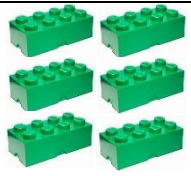
BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		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 Indicator		A. Learners can speak with confidence before different audiences, B. Learners can read short and simple sentences at good pace C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print.	
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	Gather 10 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask learners to write down as many items they remember on a piece of paper.	A. <u>ORAL LANGUAGE</u> (Presentation) Have learners draw members of their nuclear family. Through think-pair-share strategy, let learners show and talk about their family members in pairs, 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.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Tuesday	Write a simple word vertically on the board . E.g. P E N Invite learners to come up with a word starting with each letter of the vertical word.	B. <u>READING</u> (Fluency) Teacher models reading at a reasonable pace. Have learners read short and simple sentences at a reasonable pace. Let learners read in small groups.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Wednesday	Have learners sing songs and recite familiar rhymes <u>MINGLE MINGLE</u> •Mingle, mingle – mingle 2x Two mingle (2 come together)	C. <u>WRITING</u> (Descriptive Writing) Model describing yourself in 2-3 simple sentences using simple descriptive words.	Give learners task to complete while you go round the class to support those who might need extra help.

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

Week Ending									
Class		One							
Subject		MATHEMATICS							
Reference		Mathematics curriculum Page 18							
Learning Indicator(s)		BI.4.1.1.1							
Performance Indicator		Organize and represent data with up to three categories.							
Strand		Data							
Sub strand		Data Collection And Organization							
Teaching/ Learning Resources		Class registers, school based assessment							
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning;									
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	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.	Have a picture of learners in front of 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 boys with a red Lego block, and represent the number of girls with a blue Lego block. <table border="1" data-bbox="656 1058 1023 1241"><tr><td>Boys</td><td>Girls</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> Assessment: let learners solve several examples	Boys	Girls					Ask learners to tell you what they have learnt Give learners individual or home task
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 bookcase, etc.	Bring a picture of animals in front of 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 with a red Lego block, and represent the number of females with a blue Lego block.	Ask learners to tell you what they have learnt Give learners individual or home task						
Wednesday	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.	Bring a picture of objects in front of the class and ask the learners to use two different category to represent the number of natural and man-made. 	Ask learners to tell you what they have learnt Give learners individual or home task						


		<p>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.</p> <table><tr><th>Natural items</th><th>Man-made items</th></tr><tr><td></td><td></td></tr></table> <p>Assessment: let learners solve several examples</p>	Natural items	Man-made items			
Natural items	Man-made items						
							
Thursday	<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>Using the scenario in day one lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>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.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				
Friday	<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 the scenario in day three lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>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.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				

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			
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)
	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.	Ask learners to mention foods they ate in the morning and what was used to prepare the food. Provide samples of preserved foods such as roasted plantain, 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.	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.
	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.	Learners talk about how food is prepared in their homes. Ask learners to tell how their parents preserve food at home. The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	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.	Learners talk about how food is prepared in their homes. Ask learners to tell how their parents preserve food at home. The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration.	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.


Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 17	
Learning Indicator(s)		BI.5.4.1.1.	
Performance Indicator		Identify technology tools in communication	
Strand		My Global Community	
Sub strand		Technology In Communication	
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)
	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.	Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells. Learners draw and color drums, bells, gong gong to assemble people.	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.
	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.	Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers. Learners draw and color mobile vans, and community information centers to assemble people.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	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.	Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers. Learners draw and color mobile vans, and community information centers to assemble people.	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.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 5		
Learning Indicator(s)	BI.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)
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	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)		BI.6.I.I.I.	
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)
	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.	Guide learners to name the presidents of Ghana since 1960. Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure. <i>e.g. Fred Akuffo and Flt. Jerry John Rawlings</i> Match pictures of Ghana’s presidents with their names.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board. The students must come up with questions in which the answer could be the object on the board.	Guide learners to name the presidents of Ghana since 1960. <i>e.g. Dr. Hilla Limann and John Agyekum Kuffour</i> Using pictures and charts, learners talk about the eighth and ninth President of the country and dates of tenure. Match pictures of Ghana’s presidents with their names.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.

Week Ending			
Class		One	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum Page	
Learning Indicator(s)		BI.1.3.4. BI.1.3.5.	
Performance Indicator		Learners can plan for a display of own visual artworks	
Strand		Visual Arts & Performing Arts	
Sub strand		Displaying and Sharing	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p>	<p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p>
	<p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p>	<p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>	<p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>

Week Ending			
Class		One	
Subject		GHANAIAI LANGUAGE	
Reference		Ghanaian Language curriculum Page 58	
Learning Indicator(s)		BI.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 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)
	Engage learners to sing songs and recite rhymes <u>Round and Round the Garden</u> Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there.	Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one.	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	Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one.	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 <u>Hot Cross Buns</u> Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny.	Write sentences made up of three or four words on the board. Lead learner to read the sentences. Call learners to read the sentences one by one.	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 15	
Learning Indicator(s)		BI.5.3.5.3:	
Performance Indicator		Demonstrate non-verbal appreciation.	
Strand		Values And Psycho-Social Concepts, Principles And Strategies	
Sub strand		Group dynamics	
Teaching/ Learning Resources		Pictures and Videos	
Core Competencies: Learners develop skills such as tolerance, empathy, teamwork, fair-play during physical activity			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Learners demonstrate non-verbal appreciate to their peers after performing physical activity by clapping.</p>  <p>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.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>