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SAMPLE LESSON NOTES-WEEK 12
BASIC ONE


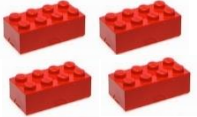

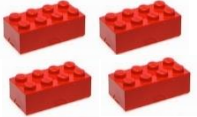

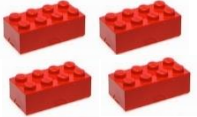

SCHEME OF LEARNING- WEEK 12

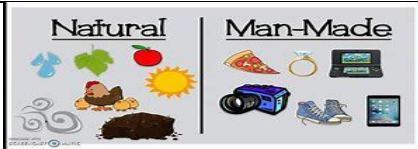
BASIC ONE

Name of School.....

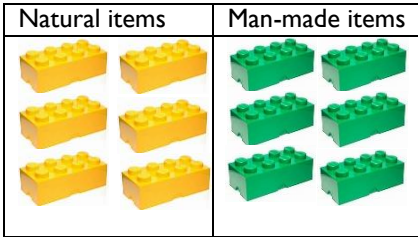
Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.10.1.3. B1.2.9.1.2. B1.4.12.1.1. B1.5.10.1.2. B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can speak with confidence before different audiences,</p> <p>B. Learners can recognize one hundred and twenty sight words including content words</p> <p>C. Learners can use words and simple sentences to describe self</p> <p>D. Learners can fill in blank spaces in simple words</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>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.</p> <p>Ask learners to write down as many items they remember on a piece of paper.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Have learners draw members of their nuclear family.</p> <p>Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.</p> <p>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?</p> <p>Encourage shy learners to speak.</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>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 style="text-align: center;">B. READING (Fluency)</p> <p>Have learners go over the sight words they have learnt during the period.</p> <p>Let learners echo-read simple texts.</p> <p>Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt.</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>

		Have learners make simple meaningful sentences with the sight words.	
Wednesday	<p>Have learners sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE</p> <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Two mingle (2 come together) •Mingle, mingle – mingle 3x Three mingle (3 come together) •Mingle, mingle – mingle 4x four mingle (4 come together) 	<p>C. WRITING (<i>Descriptive Writing</i>)</p> <p>Model describing yourself in 2-3 simple sentences using simple descriptive words.</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>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>
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>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Spelling</i>)</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>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Have learners to read and spell the key words on the board 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.4.1.1.2						
Performance Indicator	Organize a given set of data into three categories, find the total number of data points and determine how many are in each category and compare the number in any two category						
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.	<p>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.</p>  <p>Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.</p> <table border="1" data-bbox="657 1123 1026 1304"> <thead> <tr> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: let learners solve several examples</p>	Boys	Girls			<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
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.	<p>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</p> <p>Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>				
Wednesday	<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>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.</p>	<p>Ask learners to tell you what they have learnt</p> <p>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.



Assessment: let learners solve several examples



<p>Thursday</p>	<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>
<p>Friday</p>	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Using 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)	BI.5.4.1.1		
Performance Indicator	Describe the conditions of the weather		
Strand	Humans And The Environment		
Sub strand	Climate Change		
Teaching/ Learning Resources	Pictures depicting rainy, windy, sunny and cloudy conditions		
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 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.	Take learners out to observe the weather and talk about whether they feel hot or cold. Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy. Show pictures or videos of different weather conditions and activities people do under different weather conditions.	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.	Guide learners to talk about other weather conditions, e.g. rainy, windy, sunny and cloudy. Show pictures or videos of different weather conditions and activities people do under different weather conditions.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	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.	Learners talk about what they observe during different weather conditions: rainy, windy, sunny and cloudy. Let learners sing songs on the weather, e.g. rain, rain go away. Act a play on the lesson taught.	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.I.I.		
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			
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 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.	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 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.	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)	B1.4.1.1.2		
Performance Indicator	Explain the role of the community in the upbringing of its members.		
Strand	The Family and the Community		
Sub strand	Roles and relationships		
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.		
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,			
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)	B1.6.1.1.1.		
Performance Indicator	Learners can Identify the Presidents Ghana has had since 1960		
Strand	Independent Ghana		
Sub strand	The Republics		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to name the presidents of Ghana since 1960.</p> <p>Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure. e.g. <i>Fred Akuffo and Ft. Jerry John Rawlings</i></p> <p>Match pictures of Ghana's presidents with their names.</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>Learners to read and spell the key words on the board.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Guide learners to name the presidents of Ghana since 1960. e.g. <i>Dr. Hilla Limann and John Agyekum Kuffour</i></p> <p>Using pictures and charts, learners talk about the eighth and ninth President of the country and dates of tenure.</p> <p>Match pictures of Ghana's presidents with their names.</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>Learners to read and spell the key words on the board.</p>

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B1.1.4.6 B1.2.4.7		
Performance Indicator	Learners to use the agreed guidelines to examine and derive meaning from own displayed artworks.		
Strand	Visual Arts & Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools,		
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)
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Let learners use their senses to appreciate and appraise their own artworks. Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot Theme: <i>Unity</i> Subject matter: <i>Historical</i> Media: <i>Clay</i> Techniques: <i>coiling method</i> Uses: <i>for fetching and storing water</i> Future modification: <i>addition of handles</i> 	Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising. Summarize lesson activities with learners.
	Engage learners to play games and sing songs to begin the lesson. Review learners understanding in the previous lesson using questions and answers	Performing artworks include dance, music and drama. Let learners use their senses to appreciate and appraise their own artworks. Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance  Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.	Review the lesson activities through questions and answers.

Week Ending			
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 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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the 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 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.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	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.5.4.5.4		
Performance Indicator	Demonstrate how to solve a problem with another person during physical activity.		
Strand	Values And Psycho-Social Concepts, Principles And Strategies		
Sub strand	Critical thinking		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop social skills such as tolerance, sympathy, teamwork, fair-play			
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)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Learners to solve their disagreements during physical activity by saying sorry, and helping a teammate when brought down, etc. during practical physical education lesson	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.