SAMPLE LESSON NOTES-WEEK 7

BASIC ONE

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SCHEME OF LEARNING- WEEK 7

BASIC ONE

Name of School....

Week Ending						
Class		One				
Subject		ENG	ENGLISH LANGUAGE			
Reference			English Language curriculum Page			
Learning Inc	dicator(s)	BLI	.9.I.2. BI.2.7.2.4. BI.4.7.I.2. BI.5.I0.I.	I BI.6.I.I.I.		
Performance			earners can make and respond to polite re			
	.e marcaee.		B. Learners can read level-appropriate texts with prompting and support			
			earners can write a simple composition usi			
			earners can identify and spell simple words			
			earners can read a variety of age appropria			
Teaching/ I	earning Resources		d cards, sentence cards, letter cards and a class			
			s Personal Development and Leadership and C	<u>'</u>		
Core Comp	etericles. Reading and William	ilg Skill	s i el solial Development and Leader ship and C	Oliabol actori		
DAYS	PHASE I: STARTER 10	MINIC	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
DATS	(Preparing The Brain Fo		(New Learning Including Assessment)	IOMINS		
	Learning)	•	(New Learning melading Assessment)	(Learner And Teacher)		
Monday	Play games and recite rhy	moc	A.ORAL LANGUAGE	Give learners task to		
i ioiiday	that learners are familiar		(Giving & Responding to Commands)	complete while you go round		
	to begin the lesson.	** IU I	Demonstrate knowledge of requests	the class to support those		
	to begin the lesson.		and their responses.	who might need extra help.		
	Ask learners questions to		and their responses.	who might need extra help.		
	review their understandir		Let learners respond to requests using;	Have learners to read and		
	the previous lesson.	۱۶ III	yes, ok, etc.	spell some of the keywords		
	the previous lesson.		yes, or, etc.	in the lesson		
			Pair with learners to take turns to	in the lesson		
			make and respond to polite requests.			
			e.g. Please give me your pencil. A: May			
			I use your pen?			
			B: Yes/No.			
			D. 163/140.			
			Let them change roles.			
Tuesday	Engage learners to sing so	าทธุร	B. READING	Give learners task to		
rucsday	and recite familiar rhymes		(Comprehension)	complete while you go round		
	and recite farillar rilyines	,	(comprehension)	the class to support those		
	LITTLE TOMMY TITTLEMO	DUSE	Have learners read texts with all the	who might need extra help.		
	Little tommy tittle mouse		prompting and support that can help	who might need extra help.		
	Lived in a little house,		them in their reading.	Have learners to read and		
	He caught fishes		dieni in dien reading.	spell some of the keywords		
	In other men's ditches.			in the lesson		
Wednesday	Play games and recite rhy	mes	C. <u>WRITING</u>	Give learners task to		
	that learners are familiar		(Controlled writing)	complete while you go round		
	to begin the lesson.		(25/105/105 ////8/	the class to support those		
	22 0000111		Write a simple and short composition	who might need extra help.		
	Ask learners questions to)	in a substitution table and have			
	review their understanding		learners copy this out.	Have learners to read and		
	the previous lesson.	o		spell some of the keywords		
	- F		Using Think-Pair-Share, have learners	in the lesson		
			read their compositions.			
Thursday	Play games and recite rhy	mes	D.WRITING CONVENTIONS &	Give learners task to		
/	that learners are familiar		GRAMMAR USAGE	complete while you go round		
	to begin the lesson.	. ,	(Spelling)	the class to support those		
	22 0000111		(5,5,111,8)	who might need extra help.		
			Help learners to write two letter	o meed extra help.		
			words correctly e. g. go, so, in, on.			
				l		

	Ask learners questions to review their understanding in the previous lesson.	Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.	Have learners to read and spell some of the keywords in the lesson
Friday	Have a variety of age appropriate books for learners to make a choice from.	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time. Introduce picture or wordless books, pop-up and flip-the-page texts to learners.	Have learners to read and spell the key words on the board Learners to draw parts of the story they read
		Encourage them to read individually and in pairs, and provide support and encouragement.	

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.3.1.1.2
Performance Indicator	Learners can Identify three-dimensional shapes
Strand	Geometry and Measurement
Sub strand	2D And 3D Shapes
Teaching/ Learning Resources	2d and 3d shapes and objects boldly drawn on manila cards.
	1.00

Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision

Development	and Leadership Attention to Precision	~·	
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Take learners through math	Guide learners to sort a given set of 3D	Give learners task to
	mental to solve the following.	shapes using a given single feature or criteria (size, shape, etc.) and explain	complete whiles you go round to guide those who don't
	15 - = 10	the sorting rule, feature or criteria used to sort them.	understand.
	9 + = 11	Cone Sphere Cuboid	Give remedial learning to those who special help.
	+ 3 = 10		
	- 4 = 1	2 Faces 1 Face 6 Faces 1 Edge 1 Edge 12 Edges	
	14 - = 7	1 Vertex 0 Vertices 8 Vertices	
		Have learners to draw 3D shapes and identify them with their names.	
Tuesday	Take learners through math	Guide learners to sort a given set of 3D	Give learners task to
•	mental to solve the following.	shapes using a given single feature or	complete whiles you go round
		criteria (size, shape, etc.) and explain	to guide those who don't
	+ 3 = 6	the sorting rule, feature or criteria used to sort them.	understand.
	- 8 = 0	Cylinder Cube Tetrahedron	Give remedial learning to those who special help.
	6 - = 2		
	2 + = 7	3 Faces 6 Faces 4 Faces 2 Edges 12 Edges 6 Edges	
	+ 1 = 9	0 Vertices 8 Vertices 4 Vertices	
		Have learners to draw 3D shapes and identify them with their names.	
Wednesday	Take learners through math	Guide learners to sort a given set of 3D	Give learners task to
	mental to solve the following.	shapes using a given single feature or criteria (size, shape, etc.) and explain	complete whiles you go round to guide those who don't
	8 - = 2	the sorting rule, feature or criteria used to sort them.	understand.
	+ 5 = 14	Square-based pyramid Triangular Prism	Give remedial learning to those who special help.
	- 10 = 7		
	1 + = 4	5 Faces 5 Faces 8 Edges 9 Edges 5 Vertices 6 Vertices	

Thursday	Take learners through math mental to solve the following.	Describe the difference between two given pre-sorted sets of familiar 3D shapes and the features.	Give learners task to complete whiles you go round to guide those who don't understand.
	14 - = 7 8 + = 14 18 - = 9	Cube Triangular Prism Cone Sphere Cylinder Pyrumid	Give remedial learning to those who special help.
Friday	Take learners through math	Describe the difference between two	Give learners task to
	mental to solve the following.	given pre-sorted sets of familiar 3D	complete whiles you go round
		shapes and the features.	to guide those who don't
	2 + = 7		understand. Give remedial learning to
	1 1 - 7	cone triangular prism tetrahedron	those who special help.
	- 1 = 2		
	+ 6 = 11	hexagonal prism octagonal prism octahedron	

Week End	ding				
Class		One			
Subject		SCIE			
Reference		Scienc	e curriculum Page		
	Indicator(s)	B1.5.1			
Performa	nce Indicator	Learne	ers can know that clean air and wate	er are essential to human	
		health			
Strand			ns And The Environment		
Sub strane			nal Hygiene And Sanitation		
Teaching/	Learning Resources	Picture	es, Wall Charts, tooth brush, spong	e, soap and tooth paste.	
Core Con	npetencies: Problem Solving	skills; Cr	ritical Thinking; Justification of Ideas; Co	llaborative Learning; Personal	
Developmen	nt and Leadership Attention to I	Precision			
DAYS	PHASE I: STARTER 10 M (Preparing The Brain For Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
	Play games and recite rhyr	nes	Go on a nature walk to observe	Ask learners questions to	
	that learners are familiar v		the things in the environment	review their understanding	
	begin the lesson.			of the lessson.	
			Learners talk about what they		
	Ask learners questions to		observed during the nature walk	Give learners task to do	
	review their understanding	g in		whiles you go round to	
	the previous lesson.		Show pictures of the natural and human features of the environment.	guide those who need help.	
	Play games and recite rhyr	nes	Engage learners to discuss what	Ask learners to summarize	
	that learners are familiar v	vith to	will happen to them if the	what they have learnt.	
	begin the lesson.		environment is very dusty and		
			unclean	Let learners say 5 words	
	Ask learners questions to			they remember from the	
	review their understanding	g in	Brainstorm with learners on	lesson.	
	the previous lesson.		what will happen if they do not		
			weed or keep their school,		
	Dlan anno and make		home and community clean.	Adula mana succeitana d	
1	Play games and recite rhyr		In groups learners present their	Ask learners questions to	
	that learners are familiar with to begin the lesson.		ideas by explaining further why	review their understanding	
			it is important to keep the environment clean.	of the lessson.	
	Ask learners questions to			Give learners task to do	
	review their understanding	g in	Learners compose songs on	whiles you go round to	
	the previous lesson.		how to keep the environment	guide those who need help.	
			clean and draw pictures to		
			depict clean environments.		

Mook End	lin a				
Week End	iing	One			
		OUR WORLD OUR PEOPLE			
Subject Reference		OWOP curriculum Page			
	ndicator(s)	B1.5.2.1. I.			
	nce Indicator	Learners can Identify parts of a computer and	d how they connect to each		
Periorinai	ice indicator	other	d now they connect to each		
Strand		My Global Community			
Sub strand		Introduction To Computing			
	Learning Resources	Pictures, Charts, Video Clips			
		n and Collaboration Critical Thinking and Problem	Salving Cultural Identify and Clabal		
Citizenship	ripetericies. Communication	Tand Collaboration Critical Thirtiking and Froblem	Solving Cultural Identity and Global		
О. с. до					
DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including Assessment)	IOMINS		
	(Preparing The Brain For		(Learner And Teacher)		
	Learning)	Load supile in a class discussion as	Adalaanaa		
	Play games and recite	Lead pupils in a class discussion to	Ask learners questions to		
	rhymes that learners are	describe a computer.	review their understanding of		
	familiar with to begin the lesson.	Have learners to draw a computer and	the lessson.		
	lesson.	color it.	Give learners task to do		
	Ask learners questions to	color id	whiles you go round to guide		
	review their understanding		those who need help.		
	in the previous lesson.		those who need help.		
	in the previous lesson.				
		S S S S S S S S S S S S S S S S S S S			
	Play games and recite	Guide pupils to state the basic uses of a	Ask learners to summarize		
	rhymes that learners are	computer.	what they have learnt.		
	familiar with to begin the	For example;	,		
	lesson.	i. For learning,	Let learners say 5 words they		
		ii. For playing games,	remember from the lesson.		
	Ask learners questions to	iii. For watching movies,			
	review their understanding	iv. For playing music			
	in the previous lesson.				
		Guide pupils to identify the main parts of			
		a computer and state their functions.			
	Play games and recite	e.g. monitor, mouse, keyboard, etc. Learners to Identify parts of a computer	Ask learners questions to		
	rhymes that learners are	and how they connect to each other.	review their understanding of		
	familiar with to begin the	e.g. monitor	the lessson.		
	lesson.	MONITOR	the lessson.		
icsson.		Montrok	Give learners task to do		
Ask learners questions to review their understanding			whiles you go round to guide		
			those who need help.		
	in the previous lesson.				
	'				
		_			
		Have learners to talk about the monitor			

and relate to them.

Week End	ling				
Class		One			
Subject		RELIC	GIOUS & MORAL EDUCATI	ON	
Reference	:	RME c	curriculum Page		
	ndicator(s)	BI. 4.	1.1.1		
Performa	nce Indicator	Learne	ers can Identify the role of the ind	lividual members of the family.	
Strand		The Family and the Community			
Sub strand	d	Roles and relationships			
Teaching/	Learning Resources	Wall charts, wall words, posters, video clip, etc.			
Core Con	petencies: Cultural Identity	, Sharing	Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,		
Critical Thin	king Creativity and Innovation	Digital Li	iteracy		
DAYS PHASE I: STARTER 10 N		1INS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	(Preparing The Brain For	•	(New Learning Including	IOMINS	
	Learning)		Assessment)	(Learner And Teacher)	
	Play games and recite rhyr	nes	Let learners, in groups, talk	Ask learners questions to	

DAYS	PHASE I: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	(Preparing The Brain For Learning)	(New Learning Including Assessment)	IOMINS (Learner And Teacher)
	3/	,	,
	Play games and recite rhymes	Let learners, in groups, talk	Ask learners questions to
	that learners are familiar with to	about their roles and roles of	review their understanding
	begin the lesson.	their parents in the family:	of the lessson.
		- Parents: Provision of shelter,	
	Ask learners questions to	food, security and education,	Give learners task to do
	review their understanding in		whiles you go round to
	the previous lesson.	- Children: running errands,	guide those who need help.
		performing house chores, etc.	
		Let learners role-play the	
		functions of the various	
		members in the family,	
		e.g. Learners play the role of a	
		father, mother, etc.	

Week E	•				
Class		One			
Subject		HISTORY			
Reference		History curriculum Page			
	•	31.6.1.1.1.			
		earners can identify the Presidents Ghana has	had since 1960		
Strand		ndependent Ghana			
Sub stra		The Republics			
	•	Pictures, Charts, Video Clips			
	empetencies: The use of evic ritical thinkers and digital liter	dence to appreciate the significance of historica rates	l locations help learners to		
DAYS	PHASE I: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
27110	MINS	(New Learning Including Assessment)	IOMINS		
	(Preparing The Brain For	,	(Learner And Teacher)		
	Learning)		A 1 1		
	Play games and recite rhyme	•	Ask learners questions to		
	that learners are familiar wit	h Ghana since 1960. i. Dr. Kwame Nkrumah	review their understanding of the lessson.		
	to begin the lesson.	i. Dr. Kwame Nkruman ii. Joseph Arthur Ankrah	of the lessson.		
	Ask learners questions to	iii. Akwasi Afrifa	Give learners task to do		
	Ask learners questions to review their understanding i	: [dand AlC. Adda	whiles you go round to		
	the previous lesson.	v. Ignatius Kutu Acheampong	guide those who need help.		
	the previous lesson.	vi. Fred Akuffo	guide those who need help.		
		vii. Flt. Jerry John Rawlings			
		viii. Dr. Hilla Limann			
		ix. John Agyekum Kuffour			
		x. John Evans Attah Mills			
		xi. John Dramani Mahama xii. Nana Addo Danguah Akuffo Addo.			
		All. Nalia Addo Daliquali Akuljo Addo.			
		Match pictures of Ghana's presidents			
		with their names.			
		with their flames.			
		Dr. Kwame Nkrumah			
	Play games and recite rhyme	• .	Ask learners questions to		
	that learners are familiar wit	,	review their understanding		
	to begin the lesson.	and dates of tenure.	of the lessson.		
	Ask learners questions to	Kwame nkrumah was a Ghanaian politician and	Give learners task to do		
	review their understanding i	n revolutionary who was on 21 September, 1909 in	whiles you go round to		
	the previous lesson.	Nkroful. He was the first prime minister and president of ghana, having led th gold coast to independence from Britain in 1957. He ruled over ghana from 1957 to 1966 and was overthrown by the national liberation council led by joseph Arthur Ankrah. He died in the year 1972 on April 27th.	guide those who need help.		
		Have learners retell the history of dr. kwame nkrumah and act parts of the history.			

Week End	ding						
Class		One					
Subject		CREATIVE ARTS					
Reference		Crea	Creative Arts curriculum Page				
Learning	Indicator(s)	BI.I.					
	nce Indicator	Learr	ners can use the agreed guidelines to exami	ne and derive meaning from			
			and others' displayed visual artworks.	G			
Strand			ll Arts				
Sub stran	d	Appr	reciating and Appraising				
Teaching/	Learning Resources		os, videos, art paper, colors and traditional art to	ools, other materials available in the			
J	J		nunity				
Core Con	npetencies: Decision Maki	ng Crea	ativity, Innovation Communication Collaboration	Digital Literacy			
DAYS	PHASE I: STARTER /)	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION			
	MINS		(New Learning Including Assessment)	IOMINS			
	(Preparing The Brain F Learning)			(Learner And Teacher)			
	Play games and recite rh		Appreciating in art is the ability of	Use questions to review their			
	that learners are familia	r with	people to look at a work of art and	understanding of the lesson			
	to begin the lesson.		understand how the work was made.				
				Ask learners to summarize			
	Ask learners questions to		Explain to learners the guidelines and	what they have learnt			
	review their understand	ing in	have them agree to it.	1			
	the previous lesson.		Description of the consultration of the	Learners to read and spell the			
			Description of the work: this stage	key words on the board			
			involves describing what the work is				
			made of, size of the work and materials used.				
			The subject matter: this stage talks				
			about the meaning of the work.				
			> Appraisal: this stage talks of the use of				
			the artwork.				
			Experience to share: this stage talks				
			about the design process				
	Play games and recite rh	nymes	Using the steps in appreciating and	Use questions to review their			
	that learners are familia		appraisal, guide learners to write a note	understanding of the lesson			
	to begin the lesson.		on a previous artwork produced or				
			performed in class.	Ask learners to summarize			
	Ask learners questions to	to	E.g. making of kente cloth	what they have learnt			
	review their understand	ing in					
	the previous lesson.			Learners to read and spell the			
				key words on the board			
	Show pictures or videos						
	learners on the process	of					
	producing kente.						
			➤ Description of the work: the artwork				
			is made of interwoven cloth strips.				
			➤ The subject matter: the main idea of				
			the artwork is to provide people with				
			fabric.				
			Appraisal: it can be sold to make				
			income.				
			Experience to share: talk about how				

Week End	ding				
Class		One			
Subject		GHANAIAN LANGUAGE			
Reference	:	Gha	naian Language curriculum Page		
Learning Indicator(s)			B.4.1.1		
	nce Indicator	Lear	ners can copy short meaningful sentenc	es with correct spacing.	
Strand		Wri		. 5	
Sub stranc	d	Wri	ting And Copying Simple Sentence With	Correct Spacing	
Teaching/	Learning Resources		rd cards, sentence cards, letter cards, handw		
Core Cor	mpetencies: Creativity and	innov	ration, Communication and collaboration, Cr	itical thinking	
	· · · · · · · · · · · · · · · · · · ·				
DAYS	PHASE I: STARTER 10 A	IINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	(Preparing The Brain For	•	(New Learning Including	IOMINS	
	Learning)		Assessment)	(Learner And Teacher)	
	Write words on th board		Ask a learner to give a simple	Ask learners questions to	
	cover parts with a smiley f		sentence and write it on the board.	review their understanding of	
	learners to guess the word	3	Constitution	the lessson.	
			Say the sentence aloud.	Charles and the de	
	Have learners sing songs t	0	Explore and write a short meaningful sentence on the board with the	Give learners task to do	
	begin the lesson			whiles you go round to guide	
			correct spacing.	those who need help.	
			Let learners copy the short		
			meaningful sentences with correct		
			spacing.		
	Have learners play games	and	Ask a learner to give a simple	Ask learners to summarize	
	recite familiar rhymes to b		sentence and write it on the board.	what they have learnt.	
	the lesson	Ū		,	
			Say the sentence aloud.	Let learners say 5 words they	
	Using questions and answe		Explore and write a short meaningful	remember from the lesson.	
	review their understanding	g of	sentence on the board with the		
	the previous lesson		correct spacing.		
			Let learners copy the short		
			meaningful sentences with correct		
			spacing.	A 1 1	
	Draw or print pictures of		Ask a learner to give a simple	Ask learners to summarize	
	vocabulary words with		sentence and write it on the board.	what they have learnt.	
	number on it and paste them on the classroom wall. Ask		Say the sentence aloud.	Let learners say 5 words they	
	learners to make a list of		Explore and write a short meaningful	remember from the lesson.	
them.		sentence on the board with the	remember from the lesson.		
dieni.			correct spacing.		
			correct spacing.		
			Let learners copy the short		
			meaningful sentences with correct		
			spacing.		
	J		ı · ·		

Week En	ding			
Class		One		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
Learning Indicator(s)		B1.2.5.2.6		
Performance Indicator		Learners can identify different opportunities to use striking skills.		
Strand		Movement Concepts, Principles And Strategies		
Sub strand		Strategies		
Teaching/ Learning Resources		Pictures and Videos		
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking				
•				
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning) Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
			Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities.	Ask learners questions to review their understanding of the lessson. Give learners task to do
	review their understanding the previous lesson.	g in	Demonstrate the skill as learners observe. Have learners practice in groups and individually.	whiles you go round to guide those who need help.
			Organize a mini game for learners practice the new skills learnt.	