

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 7
BASIC ONE

Several 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 7

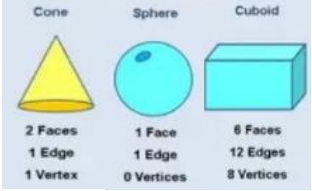
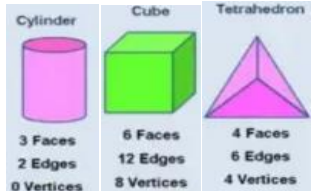

BASIC ONE

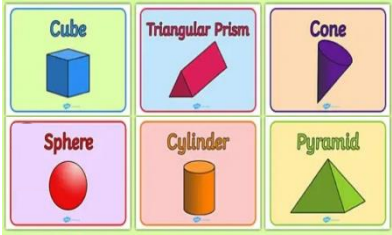
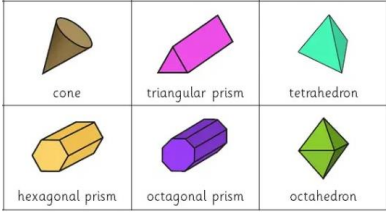
Name of School.....

Week Ending			
Class	One		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	BI.1.9.1.2. BI.2.7.2.4. BI.4.7.1.2. BI.5.10.1.1 BI.6.1.1.1.		
Performance Indicator	<p>A. Learners can make and respond to polite requests using the word “please”</p> <p>B. Learners can read level-appropriate texts with prompting and support</p> <p>C. Learners can write a simple composition using a substitution table</p> <p>D. Learners can identify and spell simple words correctly</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>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>A. ORAL LANGUAGE (Giving & Responding to Commands)</p> <p>Demonstrate knowledge of requests and their responses.</p> <p>Let learners respond to requests using; yes, ok, etc.</p> <p>Pair with learners to take turns to make and respond to polite requests. e.g. Please give me your pencil. A: May I use your pen? B: Yes/No.</p> <p>Let them change roles.</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 familiar rhymes</p> <p>LITTLE TOMMY TITTLEMOUSE Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p>B. READING (Comprehension)</p> <p>Have learners read texts with all the prompting and support that can help them in their reading.</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>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>C. WRITING (Controlled writing)</p> <p>Write a simple and short composition in a substitution table and have learners copy this out.</p> <p>Using Think-Pair-Share, have learners read their compositions.</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Spelling)</p> <p>Help learners to write two letter words correctly e. g. go, so, in, on.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	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.	<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</p> <p>Learners to draw parts of the story they read</p>



Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	BI.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.
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)
Monday	<p>Take learners through math mental to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Guide learners to sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.</p>  <p>Have learners to draw 3D shapes and identify them with their names.</p>	<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>
Tuesday	<p>Take learners through math mental to solve the following.</p> $\square + 3 = 6$ $\square - 8 = 0$ $6 - \square = 2$ $2 + \square = 7$ $\square + 1 = 9$	<p>Guide learners to sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.</p>  <p>Have learners to draw 3D shapes and identify them with their names.</p>	<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>
Wednesday	<p>Take learners through math mental to solve the following.</p> $8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>Guide learners to sort a given set of 3D shapes using a given single feature or criteria (size, shape, etc.) and explain the sorting rule, feature or criteria used to sort them.</p> 	<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>


<p>Thursday</p>	<p>Take learners through math mental to solve the following.</p> <p><input type="text"/> - 4 = 1</p> <p>14 - <input type="text"/> = 7</p> <p>8 + <input type="text"/> = 14</p> <p>18 - <input type="text"/> = 9</p>	<p>Describe the difference between two given pre-sorted sets of familiar 3D shapes and the features.</p> 	<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>
<p>Friday</p>	<p>Take learners through math mental to solve the following.</p> <p>2 + <input type="text"/> = 7</p> <p><input type="text"/> + 1 = 9</p> <p><input type="text"/> - 1 = 2</p> <p><input type="text"/> + 6 = 11</p>	<p>Describe the difference between two given pre-sorted sets of familiar 3D shapes and the features.</p> 	<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>

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B1.5.1.2.1		
Performance Indicator	Learners can know that clean air and water are essential to human health		
Strand	Humans And The Environment		
Sub strand	Personal Hygiene And Sanitation		
Teaching/ Learning Resources	Pictures, Wall Charts, tooth brush, sponge, soap and tooth paste.		
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)
	<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>Go on a nature walk to observe the things in the environment</p> <p>Learners talk about what they observed during the nature walk</p> <p>Show pictures of the natural and human features of the environment.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</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>Engage learners to discuss what will happen to them if the environment is very dusty and unclean</p> <p>Brainstorm with learners on what will happen if they do not weed or keep their school, home and community clean.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
1	<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>In groups learners present their ideas by explaining further why it is important to keep the environment clean.</p> <p>Learners compose songs on how to keep the environment clean and draw pictures to depict clean environments.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page
Learning Indicator(s)	BI.5.2.1. 1.
Performance Indicator	Learners can Identify parts of a computer and how they connect to each other
Strand	My Global Community
Sub strand	Introduction To Computing
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)
	<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>Lead pupils in a class discussion to describe a computer.</p> <p>Have learners to draw a computer and color it.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</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>Guide pupils to state the basic uses of a computer. For example; <i>i. For learning,</i> <i>ii. For playing games,</i> <i>iii. For watching movies,</i> <i>iv. For playing music</i></p> <p>Guide pupils to identify the main parts of a computer and state their functions. e.g. monitor, mouse, keyboard, etc.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</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>Learners to Identify parts of a computer and how they connect to each other. e.g. monitor</p> <p>MONITOR</p>  <p>Have learners to talk about the monitor and relate to them.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	Bl. 4.1.1.1		
Performance Indicator	Learners can Identify the role of the individual members of the family.		
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)
	<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>Let learners, in groups, talk about their roles and roles of their parents in the family:</p> <ul style="list-style-type: none"> - Parents: Provision of shelter, food, security and education, - Children: running errands, performing house chores, etc. <p>Let learners role-play the functions of the various members in the family, e.g. Learners play the role of a father, mother, etc.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	BI.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> <ol style="list-style-type: none"> i. Dr. Kwame Nkrumah ii. Joseph Arthur Ankrah iii. Akwasi Afrifa iv. Edward Akufo-Addo v. Ignatius Kutu Acheampong vi. Fred Akuffo vii. Ft. Jerry John Rawlings viii. Dr. Hilla Limann ix. John Agyekum Kuffour x. John Evans Atta Mills xi. John Dramani Mahama xii. Nana Addo Danquah Akuffo Addo. <p>Match pictures of Ghana's presidents with their names.</p>  <p>Dr. Kwame Nkrumah</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</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 pictures and charts, learners talk about the first President of the country and dates of tenure.</p> <p><i>Kwame nkrumah was a Ghanaian politician and revolutionary who was on 21 September, 1909 in 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.</i></p> <p>Have learners retell the history of dr. kwame nkrumah and act parts of the history.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.1.4.6.3 BI.1.4.7.3
Performance Indicator	Learners can use the agreed guidelines to examine and derive meaning from own and others' displayed visual artworks.
Strand	Visual Arts
Sub strand	Appreciating and Appraising
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>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>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use 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>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>Show pictures or videos to learners on the process of producing kente.</p>	<p>Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class. E.g. making of kente cloth</p>  <ul style="list-style-type: none"> ➤ Description of the work: <i>the artwork is made of interwoven cloth strips.</i> ➤ The subject matter: <i>the main idea of the artwork is to provide people with fabric.</i> ➤ Appraisal: <i>it can be sold to make income.</i> ➤ Experience to share: <i>talk about how the fabric is produced.(the process)</i> 	<p>Use 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	GHANAIAI LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	BI.3.4.1.1		
Performance Indicator	Learners can copy short meaningful sentences with correct spacing.		
Strand	Writing		
Sub strand	Writing And Copying Simple Sentence With Correct Spacing		
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	Ask a learner to give a simple sentence and write it on the board. Say the sentence aloud. Explore and write a short meaningful sentence on the board with the correct spacing. Let learners copy the short meaningful sentences with correct spacing.	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	Ask a learner to give a simple sentence and write it on the board. Say the sentence aloud. Explore and write a short meaningful sentence on the board with the correct spacing. Let learners copy the short meaningful sentences with correct spacing.	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.	Ask a learner to give a simple sentence and write it on the board. Say the sentence aloud. Explore and write a short meaningful sentence on the board with the correct spacing. Let learners copy the short meaningful sentences with correct spacing.	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		
Learning Indicator(s)	BI.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 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>Lead learners to identify different opportunities to use striking skills as in hockey, cricket, badminton, table tennis and tennis during activities.</p> <p>Demonstrate the skill as learners observe.</p> <p>Have learners practice in groups and individually.</p> <p>Organize a mini game for learners practice the new skills learnt.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>