



## **SAMPLE LESSON NOTES-WEEK 8**

### **BASIC ONE**



**Fayol Inc.**

0547824419/0549566881

[sirhoal@gmail.com](mailto:sirhoal@gmail.com)



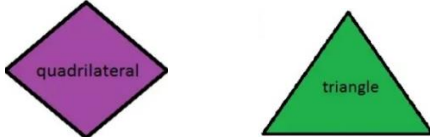
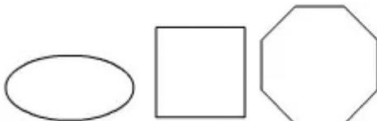
# SCHEME OF LEARNING- WEEK 8

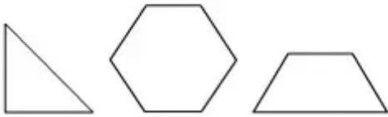
## BASIC ONE



Name of School.....

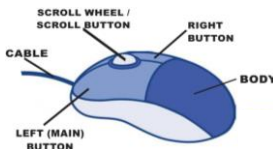
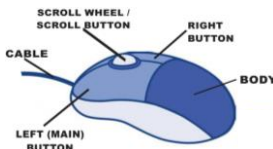
<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.10.1.1. B1.2.7.2.5. B1.4.7.1.2. B1.5.10.1.1 B1.6.1.1.1.	
<b>Performance Indicator</b>		A. Learners can identify audience and purpose of presentation B. Learners can use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc. C. Learners can write a simple composition using a substitution table. D. Learners can identify and spell simple words correctly. E. Learners can read a variety of age – appropriate books and texts from print.	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	learners sing songs and recite familiar rhymes  <b>"A Wise Old Owl"</b> A wise old owl lived in an oak The more he saw the less he spoke The less he spoke the more he heard. Why can't we all be like that wise old bird?	<b>A. <u>ORAL LANGUAGE</u></b> (Presentation)  Have learners to do “show and tell” to introduce a friend to his/her parents at his/her birthday party.  Create more scenarios for learners to introduce their friends.	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	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.	<b>B. <u>READING</u></b> (Comprehension)  Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners. e.g. K of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.).  Continue with while reading activities to enhance their understanding of the text. e.g. a) Herring Bone strategy who? what? when? when? how? why? b) W of KWL(What the learners want to know).	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

		End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives,	
Wednesday	<p>Take learners through the creeping activities for them to exercise their wrists</p> <p>Learners to crawl under chairs, through a tunnel or on the field</p> <p>NB: crawling should be done in a clean environment</p>	<p><b>C. WRITING</b> (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>Engage learners in the "Change your style" game</p> <p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo.</p>	<p><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Spelling)</p> <p>Help learners to write two letter words correctly e. g. go, so, in, on.</p> <p>Using word cards, help learners to write three letter words correctly, e. g. see, low, bow.</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><b>E. EXTENSIVE READING</b></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>

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>MATHEMATICS</b>	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B1.3.1.1.3	
<b>Performance Indicator</b>		Learners can Identify two-dimensional shapes and describe their attributes using formal geometric language	
<b>Strand</b>		Geometry and Measurement	
<b>Sub strand</b>		2D And 3D Shapes	
<b>Teaching/ Learning Resources</b>		2d and 3d shapes and objects boldly drawn on manila cards.	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.	Guide learners to sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.)  Learners explain the sorting rule, feature or criteria used to sort them.  	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Tuesday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class one We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class one can count very well.	Guide learners to sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.)  Learners explain the sorting rule, feature or criteria used to sort them.  	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Teacher calls out numbers from 1 to 20  Have learners to write number patterns in the air.  Randomly call learners to write a said number on the board	Guide learners to sort a given set of 2D shapes using a given single feature or criteria (size, shape, etc.)  Learners explain the sorting rule, feature or criteria used to sort them.  	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Thursday	Teacher calls out numbers from 1 to 20  Have learners to write number patterns in the air.	Have learners to describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature.  	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.


	Randomly call learners to write a said number on the board		
Friday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Have learners to describe the difference between two given pre-sorted sets of familiar 2D shapes and the feature.</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>


<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>SCIENCE</b>	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B1.5.2.1.1	
<b>Performance Indicator</b>		Learners can Identify some common diseases that affect the skin and their causes	
<b>Strand</b>		Humans And The Environment	
<b>Sub strand</b>		Diseases	
<b>Teaching/ Learning Resources</b>		Pictures and videos depicting some common skin disease	
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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 watch pictures and videos or tell a story on common skin diseases</p> <div></div> <p>Learners into groups name some common skin diseases that affect people in their communities, e.g. heat rashes, measles, eczema, ringworm, chicken pox etc.</p>	<p>Ask learners questions to review their understanding of the lessson.</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>In groups learners share their ideas on common skin diseases with the whole class.</p> <div></div> <p>Reinforce learners' ideas by writing all common skin diseases on the board.</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>Brainstorm with learners on the causes of common skin diseases</p> <p>Learners talk about the ways they can prevent skin diseases and role play some of the prevention scenarios.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>OUR WORLD OUR PEOPLE</b>	
<b>Reference</b>		OWOP curriculum Page	
<b>Learning Indicator(s)</b>		B1.5.2.1. 1.	
<b>Performance Indicator</b>		Learners can Identify parts of a computer and how they connect to each other	
<b>Strand</b>		My Global Community	
<b>Sub strand</b>		Introduction To Computing	
<b>Teaching/ Learning Resources</b>		Pictures, Charts, Video Clips	
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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 talk about the parts of a computer e.g. mouse.</p>  <p>Learners work in small groups to explore how the mouse is connect to the computer.</p>	<p>Ask learners questions to review their understanding of the lessson.</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>Learners talk about the parts of a computer e.g. mouse.</p>  <p>Learners work in small groups to explore how the mouse is connect to the computer.</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>Put learners into groups. Have learners use sticky notes to identify the parts of the computer mouse.</p> <p>Learners to mention some of the uses of the computer mouse</p> <p>Let learners draw and color the computer mousse. Encourage learners to create a gallery with their drawings.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>


<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>RELIGIOUS &amp; MORAL EDUCATION</b>	
<b>Reference</b>		RME curriculum Page	
<b>Learning Indicator(s)</b>		BI.4.1.1.1:	
<b>Performance Indicator</b>		Learners can Identify the role of the individual members of the family.	
<b>Strand</b>		The Family and the Community	
<b>Sub strand</b>		Roles and relationships	
<b>Teaching/ Learning Resources</b>		Wall charts, wall words, posters, video clip, etc.	
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	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.	Let learners, in groups, talk about their roles and roles of their parents in the family: - Parents: Provision of shelter, food, security and education,  - Children: running errands, 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.	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.



<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>HISTORY</b>	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can Identify the Presidents Ghana has had since 1960	
<b>Strand</b>		Independent Ghana	
<b>Sub strand</b>		The Republics	
<b>Teaching/ Learning Resources</b>		Pictures, Charts, Video Clips	
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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> <ul style="list-style-type: none"><li>i. Dr. Kwame Nkrumah</li><li>ii. Joseph Arthur Ankrah</li><li>iii. Akwasi Afrifa</li><li>iv. Edward Akufo-Addo</li><li>v. Ignatius Kutu Acheampong</li><li>vi. Fred Akuffo</li><li>vii. Ft. Jerry John Rawlings</li><li>viii. Dr. Hilla Limann</li><li>ix. John Agyekum Kuffour</li><li>x. John Evans Attah Mills</li><li>xi. John Dramani Mahama</li><li>xii. Nana Addo Danquah Akuffo Addo.</li></ul> <p>Match pictures of Ghana’s presidents with their names.</p> <div></div> <p>Joseph Arthur Ankrah</p>	<p>Ask learners questions to review their understanding of the lessson.</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 second President of the country and dates of tenure.</p> <p><u>Joseph Arthur Ankrah</u> <i>Joseph Arthur Ankrah was a general of the army of ghana who served as the second president of ghana from 1966 to 1969 in the position of chairman of the national liberation council. He was born in 18 august 1915 to the Ga family of Samuel Paul Cofie and madam Beatrice Abashie Quaynor.</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 lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>CREATIVE ARTS</b>	
<b>Reference</b>		Creative Arts curriculum Page	
<b>Learning Indicator(s)</b>		BI.2.4.6.3 BI.2.4.7.3	
<b>Performance Indicator</b>		Learners to use the agreed guidelines to examine and derive meaning from own and others' displayed performing artworks.	
<b>Strand</b>		Performing Arts	
<b>Sub strand</b>		Appreciating and Appraising	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Use questions and answers to revise the previous lesson with learners.  Engage learners to play games and sing songs to begin the les7son	The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist  Guide learners to create a checklist or criteria for appreciating and appraising a performance; ➤ Creative process ➤ Subject matter ➤ Selection and use of instruments and elements ➤ Styles and techniques ➤ Originality or creativity ➤ Use of space ➤ Selection and use of costumes ➤ Symbolism and cultural relevance ➤ Aesthetic qualities ➤ suitability	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.
	show pictures of people performing the Kpatsa dance to learners'  let learners observe and talk about the pictures  	Lead a discussion to explain the criteria with learners.  Now let learners use the checklist to appreciate and appraise a previous art performance in class. e.g. The "Kpatsa" dance  Put learners into groups of 2 or 3 depending on the size of the class.  Invite each group to perform The "Kpatsa" dance as others will be observing.  Set up a three member judge to use the checklist or criteria to appraise the performance of each group.	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Reference</b>		Ghanaian Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.5.5.1.1-3	
<b>Performance Indicator</b>		Learners can recognize and use postpositions in short sentences.	
<b>Strand</b>		Writing Convention & Grammar Usage	
<b>Sub strand</b>		Integrating Grammar In Written Language (Use Of Postpositions	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Put learners into groups.  Have learners fine words for each of the alphabets letters on the topic.  The group with the most words wins.	Place some objects at locations in the class and discuss with the learners these locations.  Write the postpositions on a flashcard/board. Lead learners to read them.  Form simple sentences with the postpositions.  Let learners form their own sentences with the postpositions.	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 the postpositions on a flashcard.  Lead learners to read them.  Lead learners to recognize postpositions such as in, on, into in short sentences.	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><b>Sea shells</b></u> She sells seashells by the seashore The shells she sells are surely seashells So if she sells shells on the seashore, I am sure she sell seashore shells	Write the postpositions on a flashcard.  Lead learners to read them.  Lead learners to recognize postpositions in short sentences.  Let learners form their own sentences with the postpositions.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		<b>PHYSICAL EDUCATION</b>	
<b>Reference</b>		PE curriculum Page	
<b>Learning Indicator(s)</b>		B1.3.3.3.4:	
<b>Performance Indicator</b>		Learners can Identify human body parts.	
<b>Strand</b>		Physical Fitness	
<b>Sub strand</b>		Flexibility	
<b>Teaching/ Learning Resources</b>		Pictures and Videos	
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>Use pictures and videos to help learners identify human body parts.</p> <p>Mention a body part and ask learners to point at it on the wall chart.</p> 	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>