



SAMPLE LESSON NOTES-WEEK 9

BASIC ONE

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SCHEME OF LEARNING- WEEK 9

BASIC ONE



Name of School.....




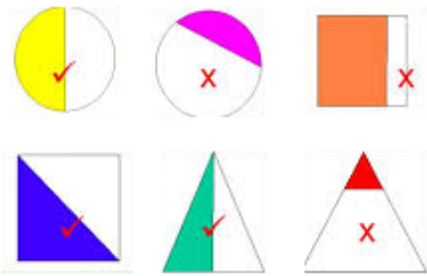
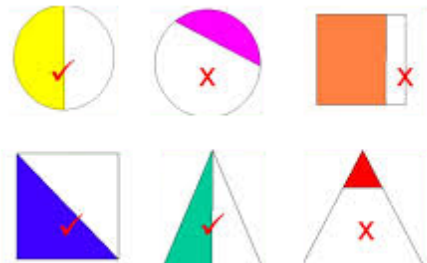
Week Ending	
Class	One
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	BI.1.7.1.1. BI.2. 7.1.1. BI.4.5.1.2. BI.5. 5.1.1. BI.6.1.1.1
Performance Indicator	A. Learners can listen to and reproduce narrative texts. B. Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions C. Learners can write simple familiar words. D. Learners can identify adjectives and use them to describe self and other people. E. Learners can read a variety of age appropriate books and texts from print.
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication

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	Engage learners to sing songs and recite familiar rhymes <u>LITTLE POLLY FLINDERS</u> Little Polly flinders Sat among the cinders Warming her pretty little toes! Her mother came and caught her, And whipped her little daughter, For spoiling her nice new clothes.	A. <u>ORAL LANGUAGE</u> (Listening comprehension Pg.11) Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. Have them predict the story. Read a story. Pause at vantage points and have learners talk about the content of the text. Have the learners answer simple questions based on the text. Have them role-play the events in the story.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Tuesday	Engage learners to sing songs and recite familiar rhymes <u>ONE POTATO TWO POTATOES</u> One potato, two potatoes, three potatoes ,four! Five potatoes, six potatoes, seven potatoes , more! Eight potatoes nine potatoes ten potatoes, all	B. <u>READING</u> (vocabulary Pg.23) Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson. Have learners to read and spell the key words on the board
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. <u>WRITING</u> (Writing simple sentence Pg.32)	Ask learners to tell you what they have learnt and what they


	<p><u>HEAD SHOULDERS KNEES AND TOES</u> Head shoulders knees and toes, Knees and toes Head shoulders knees and toes Knees and toes And eyes and ears and mouth and nose. Head shoulders knees and toes, Knees and toes.</p>	<p>Let learners mention their favorite game.</p> <p>Let learners select one game and talk about the how it is played. E.g. Football</p> <p>Write some keywords related to the game on the board.</p> <p>Let them then work as individuals, choose their own game and write the rules. Let learners do peer editing.</p>	<p>will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.</p>	<p><u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Using adjectives Pg.36)</i></p> <p>Have learners write simple sentences to describe themselves, using the descriptive words identified.</p> <p>Have learners write parallel sentences to describe their friends.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Engage learners to recite a few rhymes with actions</p> <p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p><u>E. EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</p> <p>Encourage them to read individually and in pairs, and provide support and encouragement.</p>	<p>Learners to draw parts of the story they read</p>

Week Ending			
Class		One	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 11	
Learning Indicator(s)		BI.1.3.1.1	
Performance Indicator		Learners can understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts.	
Strand		Number	
Sub strand		Fractions	
Teaching/ Learning Resources		Paper strips, cut out 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	Engage learners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Show to learners a variety of more concrete shapes. Have learners to realize that halving means splitting into 2 equal parts. Have learners to know that to halve a shape, you must make sure that it is split in the middle. This teaches the child that halving must be fair and that both halves must look the same. Use concrete objects to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts <div></div> <p>One whole one half</p> Assessment: Present learners with several concrete objects to demonstrate the concept of halving	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.	Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts. Give out paper strips to learners for them to observe <div></div> Have learners to tell the two colors in the paper strips. Learners to cut off the box colored with yellow	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.



		 Yellow strip- (one quantity)  Red strip- (one quantity) <p>Here, learners can tell half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p> <p>Assessment: have Learners to explore with several pictorial representations to demonstrate the concept of half.</p>	
Wednesday	<p>Engage learners to sing</p> <p><u>WE SHALL HAMMER</u></p> <ul style="list-style-type: none"> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same. <p>(continue to any desired number)</p>	<p>Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</p>  <p>Create as many “double bugs” as you can to demonstrate the concept of halving.</p> <p>Assessment: Have learners to explore with the bugs to come out with fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts.</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>
Thursday	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</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>
Friday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>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.</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</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 24	
Learning Indicator(s)		BI.2.1.1.1	
Performance Indicator		Explain that some natural phenomena, such as day and night, occur repeatedly	
Strand		Cycles	
Sub strand		Earth Science	
Teaching/ Learning Resources			
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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards, musical chairs could be used).</p> <div></div> <p>Relate this activity to the occurrence of day and night and explain that the appearance of the Sun, Moon and stars follow a cyclic pattern.</p> <div></div>	<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>Ask learners questions to review their understanding in the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Let learners suggest other events in their environment that happen over and over again in a cycle. For example, <i>dry and wet seasons</i>.</p> <p>Learners make sketches displaying events that take place in the day and those that take place in the night.</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>

Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 5	
Learning Indicator(s)		BI.2.1.1.1.	
Performance Indicator		Explore the uses of things in the environment	
Strand		All around us	
Sub strand		The Environment & the Weather	
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>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses. E.g. <i>Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural</i></p> <p>Learners look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens.</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>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses. E.g. <i>Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural</i></p> <p>Learners look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens.</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		RELIGIOUS & MORAL EDUCATION	
Reference		RME curriculum Page 3	
Learning Indicator(s)		BI 2.1.1.2:	
Performance Indicator		Recite religious passages and sing religious songs.	
Strand		Religious Practices	
Sub strand		Religious Worship	
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>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion.</p> <p>Learners sing songs and recite rhymes in relation to the lesson.</p>	<p>Show real or pictures of songs and recitations from the Bible.</p> <div></div> <p>Call learners in turns to sing and recite texts from the Bible.</p> <p>In groups learners tell the class some moral lessons from the Bible text.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 3		
Learning Indicator(s)	BI.1.4.2.1		
Performance Indicator	State the similarities and differences between the communities where learners live.		
Strand	History as a Subject		
Sub strand	Community History		
Teaching/ Learning Resources	Pictures, Charts, Video Clips		
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. Learners list the names of historical sites starting with the oldest to the most recent Assessment: have learners sort out historical pictures and relate to the pictures	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 sketch what they have seen on their visit Compare sketches drawn with pictures of historical sites from other communities Learners discuss their sketches bringing out similarities and differences in the sites they visited	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		CREATIVE ARTS	
Reference		Creative Arts curriculum Page	
Learning Indicator(s)		BI 1.1.1.4	
Performance Indicator		Explore own experiences and talk about how the visual artworks produced or found in the local community reflect local topical issues	
Strand		Visual Arts & Performing Arts	
Sub strand		Thinking and Exploring Ideas (School based project)	
Teaching/ Learning Resources		Art paper, colors and traditional art tools, 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)
	Learners to sing songs and play games to get them ready for the lesson Show pictures of visual artworks to learners for them to observe and talk about them	Have learners to identify some conditions in their local community that needs immediate solution. Example: choked gutters, flooding, road safety. Let learners draw, color and make posters of these situations on papers and present them to the class.  Engage learners to discuss the extent to which their topical issues translated into drawings has affected the community.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson.	Learners talk about how they can stop some of the issues of the community on their own. Learners use knowledge gained to make decisions for improvising own visual artworks that express their views of topical issues experienced in the community.  Let learners create a gallery with their drawings.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class		One	
Subject		GHANAIAI LANGUAGE	
Reference		Ghanaian Language curriculum Page 53	
Learning Indicator(s)		B1.5.1.1.1-3	
Performance Indicator		Learn to write capital letters correctly.	
Strand		Writing Convention & Grammar Usage	
Sub strand		Integrating Grammar in written language (capitalization)	
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 the letters of the alphabet in upper case on cards and show it to learners. Guide learners through modelling to say them. Ask learners to write the capital letters correctly.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Write names of some objects using capital letters on flashcards. Lead learners to read the words. Let learners use capital letters to write names of the objects correctly.	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.
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Ask learners to mention their names; write them on the board and discuss with them. Ask them to say what they see about the letters in the names. Write names of persons and places on manila card in capital letters. Guide learners to read the names and discuss the names with them. Let learners use capital letters to write the proper nouns	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 13		
Learning Indicator(s)	B1.3.2.3.2:		
Performance Indicator	Perform four continuous push-ups (biceps and triceps)		
Strand	Physical Fitness		
Sub strand	Aerobics capacity		
Teaching/ Learning Resources	Pictures and videos		
Core Competencies: Creativity and innovation 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)
	Lead learners through warm-ups activities. Show learners pictures of videos depicting continuous push-ups.	After warm-ups, lie on the ground face down with hands supporting chest. Extend the arms to move the upper body weight up and flex the arms to move the body back to lying position. Guide learners to practice to establish their base line. Encourage them to practice at home for improvement.	End the lesson with a cool down.