

**THE GODFATHER
TERM ONE
BASIC ONE
WEEK THIRTEEN**

WHATSAPP 0245350591

TERM ONE
BASIC ONE
WEEK THIRTEEN

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: ONE

Week Ending: 16th June, 2021		Class size:			
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021			
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Listening Comprehension B. Vocabulary C. Writing Simple Words and Sentences D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B1.1.7.1.3.	B1.2.6.1.2	B1.4.5.1.2	B1.5.4.1.2	B1.6.1.1.1.
Content standard (code)	B1.1.7.1..	B1.2.6.1.	B1.4.5.1.	B1.5.4.1.	B1.6.1.1.
Performance Indicator	A. Learners can recognise and discuss characters in a story B. Learners can ask questions to find out the meaning of new words C. Learners can write simple familiar words D. Learners can use the present tense of verbs to express the present state of things or situations E. Learners can read a variety of age – appropriate books and texts from print				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story. • Have groups/pairs share their views with the whole class <p>Assessment: let learners describe the main and minor characters in the story.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • As learners listen carefully, tell a story twice. • Let learners answer questions based on the story. • Have them mention words they hear in the story. • Let learners tell the meanings of some of the words. • Have learners make their own simple sentences using the key words. <p>Assessment: let learners tell the meanings of some of the words.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday , 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Let learners mention their favourite dishes or food. • Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof. • Let learners mention the ingredients as teacher writes them on the board. • Let them then work as individuals, choose their own special food or dish and write the ingredients. • Let learners do peer editing. <p>Assessment: let learners choose their own special food or dish and write the ingredients</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Introduce the activity and demonstrate it. • Guide learners with questions to describe the state of given things or situations, e.g. My bag is red. <p>Assessment: let learners use the present tense of verbs to express the present state of things or situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using book tease or book talk, introduce the reading/library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement. <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Number Operations (Addition, Subtraction, Multiplication and Division)	
Indicator (code)	B1.1.2.3.1		
Content standard (code)	B1.1.2.3.		
Performance Indicator	Learners can use strategies for solving basic addition facts (and related subtraction fact) to10		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

Monday, 60 minutes	Sing songs like: I'm counting one, what is one	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100 Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday, 60 minutes	Sing songs like: I'm counting one, what is one	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100 Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday, 60 minutes	Sing songs like: I'm counting one, what is one	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday, 60 minutes	Sing songs like: I'm counting one, what is one	Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday, 60 minutes	Sing songs like: I'm counting one, what is one	Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10) Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 12th June, 2021 15 th June, 2021	
Period : 2 2		Lesson : 1 of 1 2 Of 2	
Strand : FORCES AND ENERGY		Sub-strand : LIFE CYCLES OF ORGANISMS	
Indicator (code)	B1.2. 2.1.2.		
Content standard (code)	B1.2. 2.1.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut). • Learners examine the external parts of different seeds, draw and display them for discussion. Assessment: let learners identify the external parts of different seeds	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Through a matching game, learners identify different fruits and their seeds. <p>Assessment: let learners identify different fruits and their seeds</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 12 th June, 2021 14 th June, 2021	
Period : 2 2		Lesson : 1 of 1 2 Of 2	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Festivals	
Indicator (code)	B1.3.2.1.1		
Content standard (code)	B1.3.2.1.		
Performance Indicator	Learners can describe religious festivals in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners mention festivals celebrated in the three religions in Ghana: i. Christian – Christmas, Easter, etc. ii. Islamic – Eid-ul-Fitr, Eid-ul-Adha, etc. iii. African Traditional Religion (ATR) – Odwira, Damba, Homowo, Hogbetsotso, Fetu AfahyE, etc. Assessment: Let learners mention festivals celebrated in the three religions in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Thursday, 60 minutes</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners role play religious tolerance e.g. prayers at the Independence Day celebrations, celebrations of major religious festivals (Christmas, Eid-ul-Adha, ban on drumming preceding the Homowo Festival)</p> <p>Assessment: Let learners describe the celebrations of major religious festivals</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications		Sub-strand : Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B1 2.1.1.2		
Content standard (code)	B1 2.1.1.		
Performance Indicator	Learners can recite religious passages and sing religious songs		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: RME curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show pictures, video clips, etc. of songs and recitations from the three main religions. Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional). <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : How Ghana Got Its Name	
Indicator (code)	B1.2.3.1.2		
Content standard (code)	B1.2.3.1.		
Performance Indicator	Learners can recall when the name Ghana came into formal use		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana Assessment: let learners narrate how the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana Assessment: let learners narrate how the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson
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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		Sub-strand : LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Indicator (code)	B1.1.3.1.3		
Content standard (code)	B1.1.3.1.		
Performance Indicator	Learners can Roll in log form from stationary to a distance and back (from lying position).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) cones			
Ref: PE curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	Take learners through general and specific warm ups by jogging while flexing and twisting the parts of the body. Learners spread mats or mattresses in line. Lie on the mat/mattress at the start with legs closed and straight. Arms should be at the side while facing up. Maintain body posture while rolling from the start to the finish. Roll back to the start. Give learners enough time to practice with the beat as individuals and as a group but allow them to progress at their own pace. Observe and give corrective feedback. Organise log roll game for learners to create fun and enjoyment. End the lesson with cool down activities.	What have we learnt today? Use answers to summarise the lesson.

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Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 12th June, 2021 14th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B1 1.2.3.2		
Content standard (code)	B1 1.2.3.		
Performance Indicator	Learners can create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) ☑ make prints or line drawings of available visual artworks and use them to create patterns.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks	
Wednesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) ☐ make prints or line drawings of available visual artworks and use them to create patterns. <p>Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

CLASS: ONE

Week Ending: 16th June, 2021		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Vocabulary	
Indicator (code)	B1.2.4.2.3	B1.2.4.2.4	B1.2.4.2.5
Content standard (code)	B1.2.4.2.	B1.2.4.2.	B1.2.4.2.
Performance Indicator	<ul style="list-style-type: none"> • The learner should listen and say diagraphs correctly. • The learner should read two-syllable words • The learner should recognise and say consonants in a language 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write list of words that consist of both diagraphs and non-diagraphs on the board. • Discuss the words and explain diagraphs to learners. • Write some of the diagraphs on a manila card. Example... <ul style="list-style-type: none"> • Read the diagraphs aloud for learners to listen. 	What have we learnt today?

		Assessment: Call learners one by one to pronounce the diagraphs correctly in words	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some two-syllable words on a manila card and display the card on the board. • Lead learners to read the words. • Call learners one by one to read the two syllable words. • Use some of the words to form sentences and ask learners also to form sentences with some of the words. <p>Assessment: let learners should read two-syllable words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the consonants on flashcards. • Show it to learners and lead them to say the consonants in a group. • Call learners one by one to recognise and mention the consonants. • Let learners write some consonants in their books <p>Assessment: let learners Identify and say consonants in a language.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :