



SAMPLE LESSON NOTES-WEEK 2
BASIC ONE

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SCHEME OF LEARNING- WEEK 2


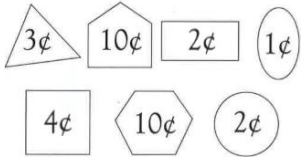
BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.2.1.1. BI.2.1.1.1. BI.4.2.1.1. BI.5.1.1.1. BI.6.1.1.1	
Performance Indicator		<p>A. Learners can listen to and recite rhymes and tongue-twisters with accompanying actions</p> <p>B. Learners can handle books appropriately</p> <p>C. Learners can copy letters of the alphabet clearly</p> <p>D. Learners write capital letters correctly</p> <p>E. Learners read a variety of age and level 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>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them</p>	<p>A. ORAL LANGUAGE</p> <p>Have learners recite familiar rhymes.</p> <p>Introduce new rhymes by performing them.</p> <p>Lead learners to echo-read the rhymes.</p> <p>Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm.</p> <p>Guide learners to identify rhyming words and teach the accompanying actions</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>Have learners bring out all books from their bags</p> <p>Teacher inspects how clean learners keep their books.</p> <p>Teacher motivates learners who keeps their clean and hence introduce the lesson</p>	<p>B. READING</p> <p>Have learners Think-Pair-Share the reasons for keeping books neat and handling them well.</p> <p>Lead learners to make some rules to guide the handling of books</p>	<p>What have we learnt today? How to handle books</p> <p>Call out learners to summarize the important points in the lesson.</p> <p>Have pupils to demonstrate the good ways of handling books</p>
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY</u> <u>TITTLEMOUSE</u> Little tommy tittle mouse</p>	<p>C. WRITING</p> <p>Introduce learners to the lines and spaces they will be expected to write in.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	Lived in a little house, He caught fishes In other men's ditches.	Demonstrate the letter on the board and in the air several times. Give ample practice. Let learners practice writing in the air, on sheets of paper or in jotters. Let learners execute the writing task. Give feedback after assessing learners' work.	Have learners to read and spell some of the keywords in the lesson
Thursday	Engage learners in the "Change your style" game Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo.	<u>D. WRITING CONVENTIONS & GRAMMAR USAGE</u> Through pick and write activity, revise writing of capital letters with learners. E F G H	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
Friday	Have a variety of age appropriate books for learners to make a choice from.	<u>E. EXTENSIVE READING</u> 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. Encourage them to read individually and in pairs, and provide support and encouragement.	Have learners to read and spell the key words on the board Learners to draw parts of the story they read

2nd Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 2
Learning Indicator(s)	BI.I.I.I.I
Performance Indicator	Use number names, counting sequences and how to count to find out “how many?”
Strand	Number
Sub strand	Counting Representation And Cardinality
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square
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 find the missing numbers in the table. <table border="1" style="margin: 10px auto;"> <tr> <td>number</td> <td>between</td> <td>number</td> </tr> <tr> <td>20</td> <td></td> <td>24</td> </tr> </table>	number	between	number	20		24	Count by 1s (forwards and backwards) between two given numbers between 0 and 100; or by 2s and 10s; Identify and correct errors or omissions in counting or skip counting sequences	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
number	between	number							
20		24							
Tuesday	Engage learners to label the following shapes. 	Count to answer “how many?” questions about as many as 100 objects arranged in a line, a grid or a circle; Show that the count of a group of up to 100 objects does not change regardless of the order in which the objects are counted or the arrangement of the objects.	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	Have learners to play games and recite familiar rhymes to begin the lesson.	Estimate the number of objects in a small group (up to 100) and describe the estimation strategy used; Select an appropriate estimate among all those given for a group of up to 100 objects and justify the choice	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	Engage learners to add the cost and find the cost of each object. 	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.						

Friday	Have learners to play games and recite familiar rhymes to begin the lesson.	Represent the number of objects in a group with a written numeral 0 to 100. Use ordinal numbers to describe the position of objects up to 10th place	
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Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 20		
Learning Indicator(s)	BI.1.1.2.1.		
Performance Indicator	Identify and name animals and plants in their locality		
Strand	Diversity of matter		
Sub strand	Living & Non Living Things		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
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)
	Paste a chart on the board showing variety of things in the environment	Watch pictures or videos on animals and plants With guidance, learners identify the local names of plants and animals seen in the videos and pictures Learners come out with the local names of other plants and animals not seen in the video/pictures using the “think-pair-share”	What have we learnt today? Kinds of things in the environment Have learners review the lesson by summarizing the important points in the lesson
	Have learners to write on a sheet of paper the following Three things in their environment Write the uses of some of the things in the environment	Watch pictures or videos on animals and plants Draw and color any local plant or animal Compare their drawings and identify the type of animal or plant drawn through a peer activity	Put learners into groups and give each group flash cards of things in the environment Asks learners in their groups to tell the characteristics of things in the environment on a cardboard. Ask each group to present their work for discussion
	Have learners to write on a sheet of paper the following Three things in their environment Write the uses of some of the things in the environment	Watch pictures or videos on animals and plants Draw and color any local plant or animal Compare their drawings and identify the type of animal or plant drawn through a peer activity	Put learners into groups and give each group flash cards of things in the environment Asks learners in their groups to tell the characteristics of things in the environment on a cardboard. Ask each group to present their work for discussion

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 2		
Learning Indicator(s)	B1.1.1.1.1.		
Performance Indicator	Examine our relationship with the Creator		
Strand	All about us		
Sub strand	Nature of God		
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>Let learners sing songs and recite some familiar rhymes.</p> <p>Using questions and answers, review learners understanding on the uses of electricity.</p>	<p>Learners talk about God's creation using pictures and charts and real things from the environment.</p> <p>Learners listen to creation stories/watch videos from the internet about creation.</p> <p>Learners role play to retell the creation story.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</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>Learners talk about God's creation using pictures and charts and real things from the environment.</p> <p>Learners listen to creation stories/watch videos from the internet about creation.</p> <p>Learners role play to retell the creation story.</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>Give learners individual or home task</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>Learners talk about God's creation using pictures and charts and real things from the environment.</p> <p>Learners draw, color, make models, recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p> <p>Learners discuss and role play the attributes of God.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B1.1.1.1.1		
Performance Indicator	Learners can explain who the creator is		
Strand	God his creation and attributes		
Sub strand	God the Creator		
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)
	Tell learners stories about creation	Have learners form groups of three. In groups, learners discuss who the creator is. - He is God, the originator of all things. - He provides all our needs: air, food, water, life, etc.	Review the lesson with learners Have pupils write on a sheet of paper the following 1. Two things they know about god 2. Two things god created 3. Draw two things god created

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 2		
Learning Indicator(s)	B1.1.1.1.1		
Performance Indicator	Explain that history deals with past human activities		
Strand	History as a Subject		
Sub strand	Why & How We Study 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)
	Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.	Mention the activity they witnessed on their first day at school Identify any activity performed in the past which has not been performed again List any past events they have witnessed Explain that since those activities were performed in the past, they qualify to be called history Learners sing a song, recite a rhyme or watch a documentary of any past activity.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task
	Review the previous lesson with learners through questions and answers. Let learners sing songs and recite rhymes. Ensure that all learners take part in it.	Identify any activity performed in the past which has not been performed again List any past events they have witnessed Explain that since those activities were performed in the past, they qualify to be called history Learners sing a song, recite a rhyme or watch a documentary of any past activity.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Ask learners to tell you what they have learnt Give learners individual or home task

Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 5		
Learning Indicator(s)	BI. 2.1.1.1		
Performance Indicator	Think about the people who live in the local community and describe what you know about their history and their culture or way of life.		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas (Performing Arts)		
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)
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival. Ask learners to talk about parts of the video or pictures that interest them.	Learners are to think about the different groups of people who live in the local community (your village, town, city or district). Share ideas they have about the history of the people (including where they came from, the leaders who brought them, how the village started). Share stories that describe the culture or way of life of people in the community.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Listen to and ask questions on stories told by community elders or resource persons that explain the history and culture of the people in the community. Take a walk in the community to visit famous buildings (such as the post office, chief's palace, old buildings), important places and old sites of the community. Where possible, view photographs or use ICT devices (such as computer) to view pictures or watch videos on the internet Use ideas gained to plan to create own performing artworks that describe the people and how they live.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 39		
Learning Indicator(s)	B1.1.2.1.1		
Performance Indicator	Explore rhymes of about seven or more lines		
Strand	Oral Language		
Sub strand	Rhymes		
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)
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Using actions and gestures, teacher explores rhymes for pupils to imitate.</p> <p>Learners explore rhymes accompanied by tapping, clapping and other sound making actions.</p> <p>Ask learner to explore some rhymes they know.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them</p>	<p>Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc.</p> <p>Write the names of things mentioned on the board and say them aloud</p> <p>Discuss some of the words with the learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc.</p> <p>Write the names of things mentioned on the board and say them aloud</p> <p>Discuss some of the words with the learners.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 2		
Learning Indicator(s)	B1.1.2. 1.2:		
Performance Indicator	Jump individually taking-off on one foot and on both feet.		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these competencies as they move their body, balance, power			
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>Learners go through general and specific warm-ups.</p> <p>Demonstrate to learners how to jump taking off on one foot and both feet (show video or pictures of the activities).</p> <p>Guide learners to practice the activity as individuals and in a group at their own pace base on individual differences for mastery.</p> <p>Organize mini long jump and high jump activity by organizing obstacles for learners to jump over for height or distance using take-off on one foot or two feet.</p> <p>Take them through cool down/warm down activity to end your lesson.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>