



SAMPLE LESSON NOTES-WEEK 4
BASIC ONE

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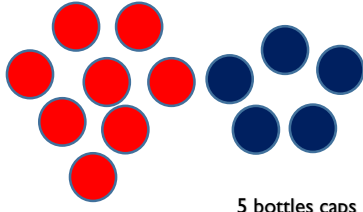
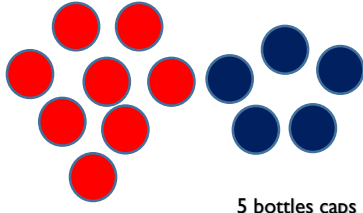
SCHEME OF LEARNING- WEEK 4


BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.5.1.1. BI.2.2.1.2. BI.4.3.1.1. BI.5.4.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can dramatize stories heard</p> <p>B. Learners can recognize and produce letter names and sounds randomly</p> <p>C. Learners can match lower and upper case letters</p> <p>D. Learners can use the present tense of verbs to describe habitual actions</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>Revise learners RPK by asking them to sing previous songs taught.</p> <p>Play a variety of songs to learners; ranging from circular music, highlife to gospel etc.</p> <p>Have learners to sing other familiar songs they know.</p>	<p style="text-align: center;">A. <u>ORAL LANGUAGE</u></p> <p>Begin the lesson with the narration of a familiar story.</p> <p>Have learners identify the characters in the story and their roles.</p> <p>Have learners role-play some specific characters in groups.</p> <p>Let learners talk about theirs and others' 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>Flash out word cards for learners to make its sounds.</p> <p>Have learners to form a big circle. Display letter cards in the middle of the circle. Learners are to pick the letter cards in turns and make its sound.</p>	<p style="text-align: center;">B. <u>READING</u></p> <p>Have learners play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt.</p> <p>Let learners use letter cards to order the letters of the alphabet.</p> <p>Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually.</p> <p>Select letters whose sound you intend to teach, e.g. two letters at a time.</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>

		<p>Say each sound first in context and then in isolation, e.g. ants-a</p> <p>Have learners repeat it after you.</p>	
Wednesday	<p>Bring a sand tray to class. Call out learners to make any pattern of their choice</p>	<p>C. <u>WRITING</u></p> <p>Show a chart of letters (small and capital). e.g. A B C D E... a b c d e...</p> <p>Place letter cards (small and capital letters) on teacher's table.</p> <p>Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars.</p> <p>Let learners write the letters in their books.</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>Have learners to write their names, starting with capital letters</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u></p> <p>Introduce the activity and tell learners two things you do daily.</p> <p>Put learners in groups to talk about the things they do every day: e.g. I wash my face every morning.</p> <p>Write the two things you do in two simple sentences and read it out to learners.</p> <p>Have each learner write two of the habitual things they do. You may assist them with spelling.</p> <p>Invite each of them to present their work to the class for the class to react to the presentations.</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>E. <u>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>

4th Week Ending			
Class		One	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 6	
Learning Indicator(s)		B1.1.2.1.1	
Performance Indicator		Demonstrate understanding of addition and subtraction	
Strand		Number	
Sub strand		Number Operations	
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	<p>Have learners to form a big circle. Everyone takes turns saying a number starting with 1, 2, 3 and so on. At every number with a 4 in it or a multiple of 4, that person needs to say BUZZ instead of the number. The next person just continues the series. For example; 1-2-3-buzz-5-6-7-buzz-9-10-11-buzz-13-14-15-buzz etc.</p> <p>You can choose any number that might be relevant and replace the buzz with another word.</p>	<p>Present given story problems orally to learners. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p>  <p>8 bottles caps 5 bottles caps</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
Tuesday	<p>Learners to play the “Ten green bottles sitting on the wall” game.</p> <p>Draw each number on separate cards, starting with the number 1 and ending with the number of the children available to play, and hang them on each child so they all can see it. The children will dance in a circle, holding hands singing the lyrics of the song. They will have to fall down one by one until all of them will lay down, each time they say the verse</p>	<p>Present given story problems orally to learners. For instance, - Sena has 8 bottle caps. She takes 5 more bottle caps from Kofi. How many bottle caps does Sena now have?</p>  <p>8 bottles caps 5 bottles caps</p> <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

<p>Wednesday</p>	<p>Engage learners to sing the song</p> <p><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.</p>	<p>Present given story problems orally to learners. For instance, - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p>  <p>Assessment: Have learners to practice with more examples.</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
<p>Thursday</p>	<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>Read out a number of story problems to learners.</p> <p>Guide learners to indicate if the scenario in a story problem represents an addition or a subtraction and justifying the answer</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>
<p>Friday</p>	<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>Create a story problem for subtraction or addition or for a given number sentence (+ and – within 20) - Daniel’s family have 6 electric bulbs in the house. Two of the bulbs are not working. How many bulbs can Daniel’s family use?</p>	<p>Review the lesson by giving learners several examples to solve</p> <p>Give learners task to solve at home.</p>

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page 21		
Learning Indicator(s)	B1.1.1.2.3		
Performance Indicator	Describe the differences between living and non-living things		
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)
	<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>Let learners observe pictures of living and non- living things or go on an observational trip around the school community to observe living and non-living things.</p> <p>Learners mention the names of the specific living things and non-living things observed.</p> <p>Describe the differences between living and non- living things using think –pair share (focus on differences in movement, growth, feeding, reproduction).</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>Give reasons for grouping things into living and non-living.</p> <p>Learners reflect on what they have learnt about living and non-living things and answer questions like: What are examples of living things? What are examples of non- living things? In what ways are living things different from non-living things? Come out with differences between non-living things and things that are dead.</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	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 3		
Learning Indicator(s)	B1.1.2.1.1		
Performance Indicator	Recognize individual characteristics as the basis of one's uniqueness		
Strand	All about us		
Sub strand	My self		
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)
	Engage learners to sing songs and recite rhymes "If wishes were horses If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.
	Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. Hot cross buns! If you have no daughters. Give them to your sons One ha' penny, Two ha' penny. Hot Cross Buns!	Learners in groups identify and talk about their individual characteristics and accept themselves, bringing out their similarities and differences. Learners brainstorm on the importance of knowing and appreciating oneself. Learners say things about themselves with confidence and positive self-esteem.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 2		
Learning Indicator(s)	BI. 1.1.1.2:		
Performance Indicator	Mention the names of some of the things God created.		
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)
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.	Engage learners with pictures, charts, video clips and songs showing some of the things God created: humankind, animals, trees, rivers, the sea and mountains. Let learners draw, color and model some of the things God created. Help learners to role play, recite rhymes and sing songs about some of the things God created.	Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help.

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 2		
Learning Indicator(s)	B.I.I.I.I.I		
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		
Learning Indicator(s)	BI.2.2.2.1 BI.2.2.3.1		
Performance Indicator	Create own artworks based on performing artworks produced or performed in the local community		
Strand	Performing Arts		
Sub strand	Planning, Making and Composing (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 I: 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 refresh their memory on music, dance and drama that are produced or found in the local community	Learners are to refresh their memory on music, dance and drama that are produced or found in the local community. Recall all kinds of music, dance, drama that reflect the history and culture of the people. Make decisions on how the performing artworks they plan to make or perform will reflect the history and culture or way of life of the people	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
	Have learners watch a performing art you intend to teach	Engage learners are to plan and perform basic dance movements and patterns based on dances performed in the local and community Select and use suitable and appropriate instruments and resources such as drums, shakers, rattles and whistles to create own music, dance and drama	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

Week Ending			
Class	One		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 39		
Learning Indicator(s)	BI.2.1.1.1.-3		
Performance Indicator	Recognize and discuss the items in the home and school.		
Strand	Reading		
Sub strand	Pre Reading Activities		
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)
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Show some concrete items to learners and ask learners to mention the names. Write the names of some items in the home and school on a manila card. Lead learners to mention the items on the manila card.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Put learners into groups Write a list of items on the chalkboard by wrongly spelling them and allow students to self-correct them. Invite one person from each group to write their answers on the board	Draw some items in the home and school on a manila card. Show some concrete items that can be found in home and school. Lead learners to recognize the items by mentioning the names of the items and group them under the following: "School Items" and "Home Items". Lead learners to apply their knowledge on colors, shapes and sizes to discuss the items.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Learners should mention names of items in the home and school. Display some of the items in the class and call learners one by one to demonstrate how the item is used for. Lead learners through questions and answers to tell what each of the items are used for.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending	
Class	One
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 4
Learning Indicator(s)	BI.1.4.1.4:
Performance Indicator	Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.
Strand	Motor Skill And Movement Patterns
Sub strand	Manipulative skills
Teaching/ Learning Resources	Pictures
Core Competencies: Learners develop these competencies and skills such as strength, balance, tolerance, patience, 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)
	Begin the lesson with general and specific warm-ups after watching and discussing a video on the lesson with learners.	Use the line of symmetry to symmetrical shape. Demonstrate to learners balancing oneself in momentary stillness in symmetrical by standing shoulder width apart with arms stretched sideways. Learners practice momentary stillness in symmetrical and asymmetrical shapes using body part. Let learners practice as individuals and in group at their own pace. Observe them practice, give positive back and motivate learners. End the lesson with cool down	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt