



SAMPLE LESSON NOTES-WEEK 6
BASIC ONE

Fayol Inc.
0547824419/0549566881 sirhoal@gmail.com

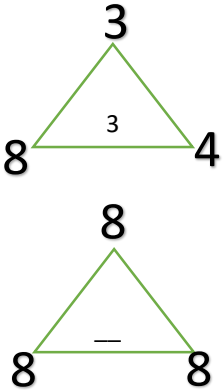
SCHEME OF LEARNING- WEEK 6



BASIC ONE

Name of School.....

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| Week Ending | | | |
| Class | One | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English Language curriculum Page | | |
| Learning Indicator(s) | B1.1.6.1.2. B1.2.3.1.1. B1.4.4.1.1. B1.5.4.1.3 B1.6.1.1.1. | | |
| Performance Indicator | <p>A. Learners can describe the home, people or places</p> <p>B. Learners can use common rhyming endings to decode simple words</p> <p>C. Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself</p> <p>D. Learners can use the present tense continuous form of verbs.</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>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 style="text-align: center;"><u>A. ORAL LANGUAGE</u></p> <p>Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy.</p> <p>Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings.</p> <p>Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other.</p> <p>Show pictures of homes, people and places and have learners think-pair-share their observation with the person sitting next to them and with the class</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>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p> | <p style="text-align: center;"><u>B. READING</u></p> <p>Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat.</p> <p>Have learners build on these rhyming endings.</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> |

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| | | <p>In groups, let learners read out their words.</p> <p>Have learners form sentences with these rhyming words.</p> | |
| Wednesday | <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>C. <u>WRITING</u></p> <p>Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.</p> <p>Have learners go round to observe the pictures.</p> <p>In groups, let learners share their observations.</p> <p>Ask learners to draw and label three objects of their choice.</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 to play “Back to the Board” game. Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four. Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter.</p> | <p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (using action words)</p> <p>Use the present tense continuous form of verbs.</p> <p>Endings are added to verbs to change the tense. The present continuous tense is formed with the subject plus the present particle form (-ing) of the main verb and the present continuous tense of the verb to be: am, is, are. e.g. i. Henry is <u>swimming</u> . ii. Chantal is <u>sweeping</u> the classroom. iii. Esther is <u>fighting</u>. iii. Obeng and Edna are <u>going</u> to school.</p> <p>Engage learners to use present tense continuous form of verbs to form simple sentences.</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> |

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| Week Ending | | | |
| Class | One | | |
| Subject | MATHEMATICS | | |
| Reference | Mathematics curriculum Page 6 | | |
| Learning Indicator(s) | BI.1.2.2.1 | | |
| Performance Indicator | Use objects and pictorial models to solve word problems involving joining, separating and comparing sets within 20 | | |
| 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 find the missing numbers</p>  | <p>Introduce the concept of equal to.</p> <p>Explain that equal to '=' means "the same as"</p> <p>Give practical examples to explain this to learners.</p> <p>Call out three girls and three boys. Let learners understand that the number of girls is equal to the number of boys. 3 girls = 3 boys.</p> <p>Learners are to use objects available to them to illustrate the concept</p> <p>Bring out and display objects to learners. Learners are to explore equality by using the objects.</p> | <p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve</p> |
| Tuesday | <p>Revise learners RPK by solving a few examples on word problems involving equal to =</p> | <p>Guide learners to Identify if two quantities or groups of objects are equal or not and justifying answers. Use pictorial models to illustrate this concept.</p> <p>Group models (blocks) in colors.</p> <p>Have learners to determine which group is equal or not equal.</p> <p>have learners to count to determine the number of blocks in each group as justification</p> <p>Assessment: Have learners to practice with more examples</p> | <p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve</p> |

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| <p>Wednesday</p> | <p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Saviour | <p>Have learners to use the symbol = to record equal relationships.</p> <p>Illustrate different relationships for learners to listen and observe.</p> <p>Have learners to analyze each relationship.</p> <p>Learners are to use equal to symbol to link the relationships</p> | <p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve</p> |
| <p>Thursday</p> | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p> | <p>Have learners to Represent a pictorial or concrete equality in symbolic form.</p> <p>Use a symbol (___) to represent the unknown in an addition statement.</p> <p>Example: Group A</p>  <p>2 circles+ 2 squares=4</p> <p>Group B</p>  <p>3 stars + 1 triangle =4</p> <p>Conclude that, the objects in group A is equal to the objects in group B That is (2+2) = (3+1)</p> <p>Guide learners to solve more examples</p> | <p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve.</p> |
| <p>Friday</p> | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p> | <p>Have learners to represent a pictorial or concrete equality in symbolic form Use a symbol (___) to represent the unknown in a subtraction statement</p> <p>Use pictorial objects to illustrate this learners.</p> <p>Have learners explore for themselves the objects available to them to establish the equality in symbolic form to represent unknown in subtraction statements.</p> | <p>What have we learnt today?</p> <p>Solving word problems using objects and pictorial models</p> <p>Review the lesson by giving learners home task to solve.</p> |


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| Week Ending | | | |
| Class | One | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page 22 | | |
| Learning Indicator(s) | B1.1.2.1.2 | | |
| Performance Indicator | Describe and group materials by their appearance | | |
| Strand | Diversity of matter | | |
| Sub strand | Materials | | |
| Teaching/ Learning Resources | Metals, woods plastics soil stones paper pencil crayons | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| 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) |
| | Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc. | Collect different materials from the school environment and bring them to class. Learners describe the appearance of the materials in terms of color, size, feel, length etc. Group materials based on their observable properties such as shape, size (big/small), color, texture ('rough', 'smooth', 'sticky' and 'grainy'), mass (heavy / light). | 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. |
| | 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. | Draw and color several objects/ materials based on their appearance such as color and shape. Display their drawings for class observation and talk about them. Relate the lesson with everyday experiences (appearance and properties of common items). | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |

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| Week Ending | | | |
| Class | One | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 3 | | |
| Learning Indicator(s) | B1.1.3.1.1 | | |
| Performance Indicator | Identify persons closely related to us and the need to relate well with others | | |
| Strand | All about us | | |
| Sub strand | My Family And The Community | | |
| 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) |
| | Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc. | Learners mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends. | 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. |
| | 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 mention the names of those who are closely related to them, e.g. parents, brothers, sisters, friends and teachers. Learners in groups, talk about the importance of interpersonal relationships and the need to accept everyone, irrespective of where the person comes from. Learners role play healthy relationship with family and friends. | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |

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| Week Ending | |
| Class | One |
| Subject | RELIGIOUS & MORAL EDUCATION |
| Reference | RME curriculum Page 2 |
| Learning Indicator(s) | BI.1.1.1.3: |
| Performance Indicator | Examine some attributes of God. |
| 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) |
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| | <p>Engage learners to sing songs and recite rhymes <u>Ezekiel cried, "Dem dry bones!</u> Ezekiel cried, "Dem dry bones! Ezekiel cried, "Dem dry bones! "Oh, hear the word of the Lord</p> <p>The foot bone connected to the leg bone, The leg bone connected to the knee bone The knee bone connected to the thigh bone. The thigh bone connected to the back bone. The back bone connected to the neck bone, The neck bone connected to the head bone, Oh, hear the word of the Lord!</p> | <p>In groups, guide learners to talk about the attributes of God.</p> <p>Engage learners with pictures, charts, songs and role play to demonstrate attributes of God showing: <i>love to one another, truthfulness, kindness, patience, mercy, etc. at home, school and community.</i></p> <p>Let learners role play the following activities: - home: family members caring for one another, - school: teachers and learners demonstrate care and love among themselves and - community: visits to the hospital and orphanage, etc.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |

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| Week Ending | |
| Class | One |
| Subject | HISTORY |
| Reference | History curriculum Page 2 |
| Learning Indicator(s) | BI.1.1.1.2 |
| Performance Indicator | Describe how sources of historical evidence help us find out about 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) |
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| | <p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p> | <p>Sing songs or recite rhymes related to celebrations such as birthdays, festivals and weddings as part of history.</p> <p>Sketch a scene depicting a wedding celebration.</p>  <p>Have learners to relate to the picture or sketch and talk about it.</p> <p>Explain to learners that as they relate they are talking about History (Past Events)</p> <p>Guide learners to build an album of themselves and family members, starting with earlier pictures and photographs to resent ones</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |

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| Week Ending | | | |
| Class | One | | |
| Subject | CREATIVE ARTS | | |
| Reference | Creative Arts curriculum Page 18 | | |
| Learning Indicator(s) | BI 2.3.4.1 | | |
| Performance Indicator | Learners can plan a display of own artworks to reflect the history and culture or way of life of the people | | |
| Strand | Performing Arts | | |
| Sub strand | Displaying And Sharing | | |
| 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) |
| | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</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 the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></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> |

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| Week Ending | | | |
| Class | One | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 41 | | |
| Learning Indicator(s) | B1.2.3.1.1-2 | | |
| Performance Indicator | Recognize the location of individual sounds in one and two-syllable words | | |
| Strand | Reading | | |
| Sub strand | Phonological and phonemic awareness | | |
| 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>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p> | <p>Write the letters of the alphabet on the board.</p> <p>Teach learners the corresponding sounds.</p> <p>Assist learners to recognize the individual sounds in one-syllable and two syllable words.</p> <p>One-syllable E.g. Go, come, eat, etc.</p> <p>Two syllable E.g. Paddle, cradle, parrot, carrot, bucket, corner 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>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p> | <p>Write the letters of the alphabet on the board.</p> <p>Teach learners the corresponding sounds.</p> <p>Assist learners to recognize the individual sounds in one-syllable and two syllable words.</p> <p>One-syllable E.g. Go, come, eat, etc.</p> <p>Two syllable E.g. Paddle, cradle, parrot, carrot, bucket, corner etc.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.</p> | <p>Write rhyming words on the board. Say them aloud for learners to repeat.</p> <p>Lead learners to create rhyming words with one and two syllable words.</p> <p>Let learners write the rhyming words on the board. Put learners in groups and do creating rhyming words game among the groups.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |

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| Week Ending | | | |
| Class | One | | |
| Subject | PHYSICAL EDUCATION | | |
| Reference | PE curriculum Page | | |
| Learning Indicator(s) | BI.1.6.1.6: | | |
| Performance Indicator | Learners can strike a light ball upward continuously, using arms, hands, and feet. | | |
| Strand | Motor Skills And Movement Pattern | | |
| Sub strand | Rhythmic Skills | | |
| Teaching/ Learning Resources | Pictures, videos and ball | | |
| Core Competencies: Competencies and skills such as flexibility, muscular strength, agility, etc. as well as leadership, creativity and innovation | | | |
| 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 jog within demarcated area with their hands stretched sideways to imitate a flying bird to warm their body up. | <p>After general and specific warm-ups, demonstrate to learners how to strike a ball continuously with their hands and feet by: Hang light balls on a cross bar</p> <p>Stand in front and strike the ball upwards continuously as it moves back to your reach with hands and later with feet.</p> <p>Guide learners to practice as individuals and in groups at their own pace.</p> <p>Let the advance learners toss balls after mastering the skill with the hang balls strike it with their hands and later with their feet continuously.</p> <p>Assessment: Organize mini football or volleyball for learners to apply the skills for fun and enjoyment</p> | Take learners through cool down to end the lesson |