



SAMPLE LESSON NOTES-WEEK 7
BASIC ONE

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SCHEME OF LEARNING- WEEK 7

BASIC ONE

Name of School.....

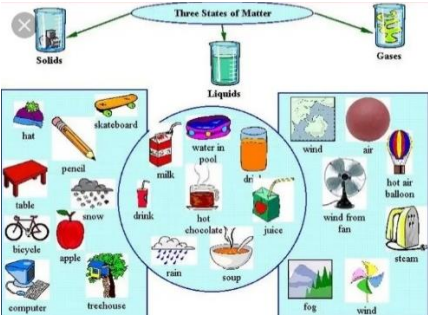
Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1. 6.1.2 B1.2.6.1.1. B1.4.5.1.1. B1.5. 5.1.1. B1.6.1.1.1.	
Performance Indicator		<p>A. Learners can describe the home, people or places</p> <p>B. Learners can read level-appropriate sight words and use many of them in meaningful sentences</p> <p>C. Learners can make a list of objects in the school</p> <p>D. Learners can identify adjectives and use them to describe self and other people</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 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;">A. ORAL LANGUAGE</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>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 style="text-align: center;">B. READING</p> <p>Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.</p> <p>Use the word “tree” to teach the sight words.</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>Have learners repeat the words aloud.</p> <p>Have learners use the sight words in meaningful sentences.</p> <p>Tell a story and have learners identify sight words in the story.</p> <p>Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.</p>	
Wednesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p>C. WRITING</p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <p>Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</p> <p>Let each group list the objects found in the place of their choice.</p> <p>Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.</p> <p>Let learners copy the edited words into 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>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>D. WRITING CONVENTIONS & GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p> <p>Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</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>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>

Week Ending			
Class	One		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 7		
Learning Indicator(s)	BI.1.2.2.2		
Performance Indicator	Use relationship between addition and subtraction to demonstrate understanding of equality for numbers 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)
	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	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming a subtraction as an equivalent addition For example, $10 - 8$ is the same as identifying the number that must be added to 8 to make 10. That is $10 - 8 = \text{What?}$ Means $8 + \text{What?} = 10$. Guide learners to practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
	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.	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming a subtraction as an equivalent addition For example, $20 - 12$ is the same as identifying the number that must be added to 12 to make 20. That is $20 - 12 = \text{What?}$ Means $12 + \text{What?} = 20$ Guide learners to practice with more examples	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
	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	Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming an addition as an equivalent subtraction For example, $8 - \square = 6$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

		<p>is the same as identifying the number that must be added to 6 to make 8. That is 6 + what = 8</p> <p>Guide learners to practice with more examples</p>	
	<p>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.</p>	<p>Demonstrate an understanding of the relationship between addition and subtraction by: i. transforming an addition as an equivalent subtraction</p> <p>For example, 8 - <input type="text"/> = 6 is the same as identifying the number that must be added to 6 to make 8. That is 6 + what = 8</p> <p>Guide learners to practice with more examples</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 23
Learning Indicator(s)	BI.1.2.2.1
Performance Indicator	Identify and classify materials as solid, liquid or gas
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 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 explore and list materials they see in their environment.</p>  <p>In groups, sort the materials into solid, liquid or gas.</p> <p>To demonstrate the presence of gas, learners can use paper cards /sheets of paper and wave them across their faces.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>
	<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>In groups learners sort different substances into the solid, liquid or gaseous states with reasons.</p> <p>Each group presents their work to the whole class for discussions. Learners answer the following questions: What makes a solid different from a liquid? How is a liquid different from a gas?</p> <p>Learners can be engaged in more activities to investigate and identify substances in the solid, liquid and gaseous states. E.g. inflating balloon, breathing in and out.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 4		
Learning Indicator(s)	B1.1.4.1. 1.		
Performance Indicator	Describe and show direction to their home		
Strand	All about us		
Sub strand	Home & School		
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>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>Engage Learners in a warm up- directions.</p> <p>On the board, draw a rough map of the neighborhood, just a few streets and the school.</p> <p>Ask “where is the school?”</p> <p>Have learners to come to the map in turns and point it out.</p> <p>Ask learners to locate other landmarks on the map.</p> <p>Have learners to draw and label your map.</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>
	<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>Introduce to learners the “directions vocabulary”</p> <p>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.</p> <p>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test. Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” 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>The group that gets all directions correctly wins.</p>	
	<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>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> -turn right/left -go straight -you will see it on the right/left. -go across (the school, the park, the post office) -its next to (the school, the park, the post office) <p>Guide learners to explain each of the phrase and lead some pronunciation practice exercise.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Have Learners sketch the direction to their homes on paper.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>

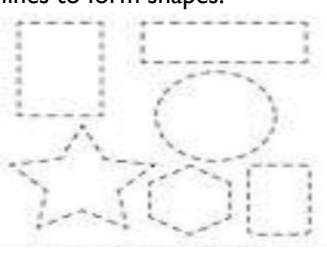

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 3		
Learning Indicator(s)	BI 2.1.1.1		
Performance Indicator	Learners can name the three main types of worship in Ghana		
Strand	Religious Practices		
Sub strand	Religious Worship		
Teaching/ Learning Resources	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>Have learners to sing songs and recite familiar rhymes in relation to the lesson</p> <p><u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever</p>	<p>Show pictures, video clips of people worshipping among the three main religions in Ghana.</p> <ul style="list-style-type: none"> - Christian worship, - Islamic worship and - Traditional worship. <p>Have learners to mention the various religions they belong to.</p> <p>Have learners to demonstrate some of the acts of worship of their religions.</p> <p>Assessment: Let learners role-play the act of worship in the three main religions in Ghana</p>	<p>What have we learnt today?</p> <p>The three main types of worship in Ghana</p> <p>Have learners to summarize the main points in the lesson.</p> <p>Review the lesson, and have them to appreciate the act of worship of the three religions despite their own worship.</p>

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)
	<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>Have learners to Identify any activity performed in the past which has not been performed again. E.g. independence day celebrations</p>  <p>Have learners to List any past events they have witnessed</p> <p>Learners to Explain those events since those activities were performed in the past, they qualify to be called history</p> <p>Learners sing a song, recite a rhyme or watch a documentary of any past activity.</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>

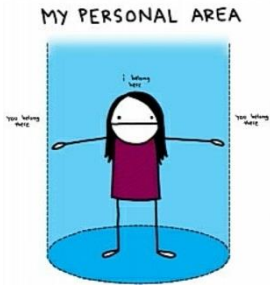
Week Ending			
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	BI.1.4.6.1 BI.1.4.7.1		
Performance Indicator	Agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks.		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising (Visual Arts)		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools		
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)
	<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>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i> 	<p>Use 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>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</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	GHANAIAI LANGUAGE
Reference	Ghanaian Language curriculum Page 49
Learning Indicator(s)	B1.3.1.1.1-3
Performance Indicator	Control wrist in letter writing and pattern drawing.
Strand	Writing
Sub strand	Penmanship/Handwriting
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 in the “What letter am I writing? Game” The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.	Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing letters and drawing patterns. Call learners one by one to write the letters and draw patterns in the sand tray while you control them. Make sure they move their wrist correctly.	Ask learners questions to review their understanding of the lesson. Give learners task to do while you go round to guide those who need help.
	Engage learners in the “What letter am I writing? Game” The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.	Draw broken lines on papers. Give the papers to learners and lead them to trace the broken lines to form shapes.  Let each learner show his/her work to the class and discuss	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners in the “What letter am I writing? Game” The teacher writes a letter sound in the air. The children tell the teacher the sound that has been written.	Write the letters of the alphabet on a manila card and show it to learners.  Lead learners to practice how to write letter patterns in continuous form.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

		Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.	
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Week Ending	
Class	One
Subject	PHYSICAL EDUCATION
Reference	Physical Education curriculum Page 11
Learning Indicator(s)	BI.2.1.2.1:
Performance Indicator	learners can Identify personal space
Strand	Movement Concepts, Principles And Strategies
Sub strand	Space Awareness
Teaching/ Learning Resources	Videos and pictures
Core Competencies: Learners develop personal and communication skills such as speaking and listening	

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>Guide learners to understand the meaning of personal space.</p> <p><i>A personal space is your immediate space you take up within the general space</i></p> <p><i>For our safety, it's important that we move within the general space without bumping, pushing, or invading each other's personal space.</i></p> <p>To teach learners personal space, use the "helicopters" method. Have learners to stand, spread out and extend their arms out to the side and rotate their body back and forth.</p> <p>While you doing this, you shouldn't touch anyone or anything.</p> <div style="text-align: center;"> <p>MY PERSONAL AREA</p>  </div> <p>Take learners through a short general warm up exercise to demonstrate their personal space using the "helicopters" method.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do while you go round to guide those who need help.</p>