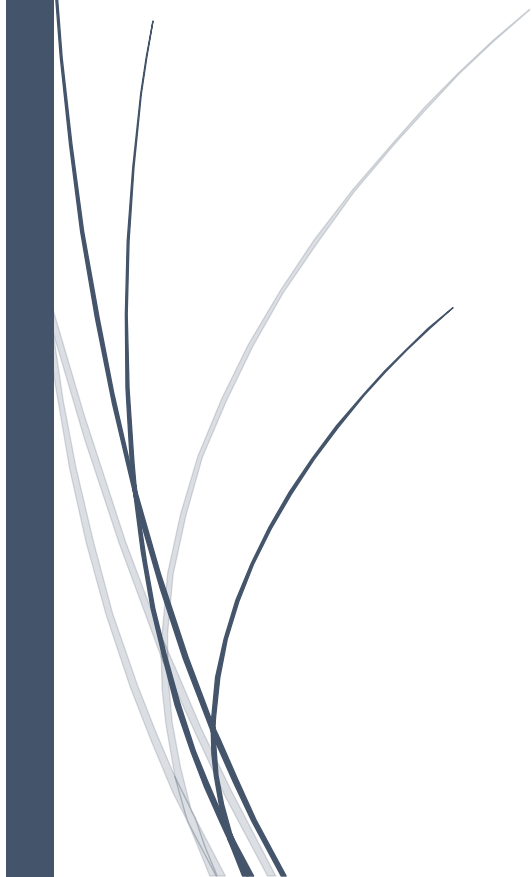


**WEEKLY LESSON NOTES-WEEK ELEVEN
(11)**

BASIC ONE



WEEKLY SCHEME OF LEARNING- WEEK ELEVEN (11)

BASIC ONE

Name of School.....

Week Ending	22 nd November, 2019.
Class	One
Subject	ENGLISH LANGUAGE
Reference	English language curriculum Page
Learning Indicator(s)	B1.1.4.1.2. B1.2.2.1.5. B1.4.3.1.3. B1.5.4.1.3 B1.6.1.1.1.
Performance Indicator	A. Learners can retell short stories B. Learners can segment syllables/words into sounds. C. Learners can write words using both capital and small letters D. Learners can use the present tense continuous form of verbs. E. Learners can read a variety of age – appropriate books and texts from print
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

Core Competencies: Reading and Writing Skills, Personal Development and Leadership, Communication and Collaboration.

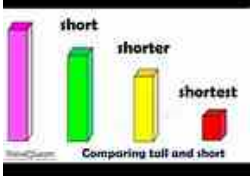
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes <u>WHEN I STAND UP</u> When I stand up, and I sit down and I stand up again. 1, 2, 3 and 4 and 5 and I sit down again.	A. ORAL LANGUAGE Show pictures to guide learners to retell a story told in class. Let learners follow the pictures to retell the story logically and sequentially. Assessment: Let learners tell other stories they know.	Review the lesson with learners Have learners to retell stories

		Let storyteller pause for others to sing any appropriate song.	
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>CHUBBY CHEEKS Chubby cheeks, dimpled chin, Rosy lips teeth within. Curly hair, very fair. Eyes are blue lovely too. Teachers pet is that you? Yes, yes, yes!</p>	<p>B. READING</p> <p>Revise the sounds of letters and words learners have learnt.</p> <p>Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by mother = mo-ther</p> <p>Let learners read the words and use them in sentences.</p>	<p>Review the lesson with learners</p> <p>Assessment: Teacher gives the class a word or name and they have to make a move touching a body part for each syllable</p> <p>E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p>
Wednesday	<p>Engage learners to play the “Memory Card” game.</p> <p>Make 2 piles for each letter, one for upper case letters and one for lower case letters. Mix them up and place them face down.</p> <p>A a</p> <p>Learners take turns to flip over 2 cards and say the letter names of the cards. If they are a match, the students keeps the cards. If the cards are not a match, they flip the cards back.</p> <p>The learners with more cards, wins the game</p>	<p>C. WRITING</p> <p>Write words in upper and lower cases.</p> <hr/> <p>PENCIL</p> <p>Model pronunciation of target words for learners to repeat.</p> <p>Let learners copy the words from the board.</p> <p>Encourage learners to space out letters appropriately in the words.</p> <p>Let group leaders help other learners (who are not able to write some letters correctly).</p>	<p>Review the lesson with learners</p> <p>Give learners home task to write key words in their workbooks</p>

<p>Thursday</p>	<p>Have learners to form a big circle.</p> <p>Learners take turns to describe what they do everyday</p>	<p><u>D.WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <p>Begin teaching the present continuous by speaking about what is happening in the classroom at the moment.</p> <p>Once students recognize this usage, you can extend it to other things you know are happening now.</p> <p>This can include simple facts such as:</p> <ul style="list-style-type: none"> • <i>The sun is shining at the moment.</i> • <i>We're learning English at the moment.</i> <p>Assessment: Have learners to use some key words to form sentences orally</p>	<p>Review the lesson with learners</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<p><u>E.EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <p>Have a variety of age appropriate books for learners to make a choice from.</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,</p>	<p>Have learners to tell what they read to the whole class</p>

		and provide support and encouragement.	
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Week Ending	22 nd November, 2019.
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 17
Learning Indicator(s)	B1.3.3.1.1
Performance Indicator	Learners can develop an understanding of measuring as a process of comparing pairs of items using words such as smaller, longer, thinner, heavier, bigger etc.
Strand	Geometry And Measurement
Sub strand	Measurement -Length, Mass and Capacity
Teaching/ Learning Resources	Blocks
Core Competencies: Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; 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)
Monday	<p>Sing the Tall and Short action song</p> <p><i>This is tall.</i> (Open hands as wide as possible vertically.) <i>This is short</i> (Place hand an inch apart.)</p> <p><i>Tall and short.</i> (Open hands wide vertically; then, bring them close together, x2.) <i>Hotels are tall.</i> (Raise one hand high in the air.) <i>Puppies are short.</i> (Place hand low to the ground.) <i>Tall and short.</i> (Open hands wide vertically then bring them close together, x2.)</p> <p>Sing it by yourself first, and have learners sing along the second time</p>	<p>Give the definition of short and tall. For example, short is when something measures a small distance from end to end and tall is when something has a greater height. Display two items side by side, where one is tall and the other is short. For example, show a baseball and a baseball bat.</p> <p>Explain to them that the baseball bat is tall compared to the ball because it has a greater height. Explain that the ball is short compared to the bat because it only has a short distance from end to end. Give students these materials to hold and compare them. Call two students to the front of the class and ask which is tall and which is short. Correct students if they provide the incorrect answer. Choose several pairs of students with varying heights to compare</p>	<p>Assessment: Place students in pairs. Give students 10 to 15 blocks per pair.</p> <p>Instruct one person in the pair to build a tall tower and the other to make a short tower.</p> <p>Have students compare the sizes of the towers.</p> <p>Instruct pairs to switch roles building a tower of the opposite height.</p> 
Tuesday	<p>Sing the Big and Small Action song to the tune</p> <p>This is big, and this is small. (Open arms wide, then close together.)</p> <p>This is big, and this is small. (Open arms wide, then close together.)</p> <p>I can be big like a bear. (Open arms and feet</p>	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is smaller</p> <p>Gather students in a circle on the carpet. Show them a large item, such as a big book, and tell</p>	<p>Assessment: Place students into groups. Give each group glue, a poster, and a set of paper cutouts. Instruct students to work together to paste big circles on the right side of the poster and</p>

	<p>wide.) I can be small, curled into a ball. (Crouch into ball.) This is big, and this is small. (Open arms wide, then close together.) This is big, and this is small. (Open arms wide, then close together.)</p>	<p>them that is big. Show students a little item, such as a pencil, and tell them that is small compared to the big book. Give other items to various students. Have learners place big items in one pile and small items in another</p>	<p>small circles on the left side. Monitor students as they conduct the activity.</p>
Wednesday	<p>Gather students together for the lesson. Hold up two objects (a feather and a rock) and ask learners if they know which is heavier and which is lighter. Pass the objects around the class and have students share out their ideas (e.g. the feather is lighter than the rock because I can feel it, etc.). Explain that today they will be learning all about comparing objects to see which is heavier and which is lighter.</p>	<p>Hold up the two objects from the introduction and model thinking aloud to differentiate between the two, e.g. "I have to work harder to hold the rock. The feather feels lighter in my hand, it might float away on its own." Display the balance and explain that we can use a balance to compare two objects to determine which is heavier and which is lighter. Model how to place items in each cup of the balance and note what happens to the cups (one side moves up while the other side moves down). Display two more objects (heavy/light) and ask students to predict or make a guess using what they know, to decide which item is heavier and which is lighter than one another</p>	<p>Assessment. Pair students together and pass out a balance and some objects to each pair. Have students practice making predictions, and then comparing the items to determine which is the lightest and which is heaviest. Ask students to think about which item is heavier and which is lighter.</p>
Thursday	<p>Revise with learners on the previous lesson</p>	<p>Learners bring together pairs of objects on the same flat surface to compare to find out which is bigger Refer to notes on comparing small objects</p>	<p>Review the lesson with learners</p>
Friday	<p>Revise with learners</p>	<p>Learners bring together</p>	<p>Review the lesson with</p>

	on the previous lesson	pairs of objects on the same flat surface to compare to find out which is thinner/light Refer to notes on comparing heavier objects	learners
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Week Ending	22 nd November, 2019.
Class	One
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B1.2.1.3.1 B1.2.1.4.1
Performance Indicator	<ul style="list-style-type: none"> Learners can observe the disappearance of mist and pools of water after rains Learners can identify sources and uses of water in the home and at school
Strand	Cycles
Sub strand	Earth science
Teaching/ Learning Resources	Pictures and videos
Core Competencies: Critical Thinking and problem solving Creativity and Innovation. Personal development and Leadership	

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 familiar rhymes <u>RAIN, RAIN GO AWAY</u> Rain, rain go away Go and come another day Little children wants to play Rain, rain go away.	Let learners observe the disappearance of mist and run-off water after rains and come and talk about it in class. (Note: This activity is to be carried out after rains). Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate. NB: Mists evaporates but run-off water either flows into surface water bodies or collects as stagnant pools of water. Run-off water takes a longer time to evaporate	What have we learnt today? How mist and pools of water disappears after rains Have learners to tell what they have learnt and the part of the lesson that interest them
	Have learners to sing	Ask learners where they	What have we

	<p>songs and recite familiar rhymes relating to the lesson</p> <p><u>WATER WE DRINK</u> Water we drink and water we use, To wash our vessels, our clothes and shoes. With water we bathe, and wash our hair. But what do we do, when it isn't there! Shut the tap when you don't need it, Don't let water overflow. When you learn to save water, You will have enough and more.</p>	<p>get water (sources of water) at the home, community and school.</p> <p>In a participatory manner, learners come out with sources of water in the home and at school</p> <p>Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea</p> <p>Discuss the various uses of water at their homes, school and community.</p>	<p>learnt today?</p> <p>Uses of water</p> <p>Have learners to tell what they have learnt and the part of the lesson that interest them</p>
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p>	<p>Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages, rinsing of utensils, watering of flowers.</p> <p>Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap</p>	<p>What have we learnt today?</p> <p>Uses of water</p> <p>Have learners to tell what they have learnt and the part of the lesson that interest them</p>

Week Ending	22 nd November, 2019.		
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 7		
Learning Indicator(s)	B1.2.2.1.1.		
Performance Indicator	Learners can Identify different plants in the environments and their uses		
Strand	All Around Us		
Sub strand	Plants and Animals		
Teaching/ Learning Resources	Pictures, word cards , chart and videos		
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving			
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 pictures items made from plants Learners to talk	Learners go on a nature walk to observe and talk about different plants in the environment. Learner watch films/pictures of	What have we learnt today? Uses of plant in the

	about the chart and identify some of their names	plants in the environment to show forest trees, grassland, maize, cocoa, Shea butter trees, rubber, mangoes, to enable learners understand that different plants live in different environments.	environment Have learners to tell what they have learnt and the part of the lesson that interest them
	Paste a chart on the board showing pictures items made from plants Learners to talk about the chart and identify some of their names	Learners talk about uses of plants and share the information with the whole class. The uses of plants include food, clothing, shelter, medicine, decoration and shades.	What have we learnt today? Uses of plant in the environment Have learners to tell what they have learnt and the part of the lesson that interest them
	Revise with learners on the previous lesson	Learners talk about uses of plants and share the information with the whole class. The uses of plants include food, clothing, shelter, medicine, decoration and shades.	What have we learnt today? Uses of plant in the environment Have learners to tell what they have learnt and the part of the lesson that interest them

Week Ending	22 nd November, 2019.
Class	One
Subject	RELIGIOUS & MORAL EDUCATION
Reference	RME curriculum Page 3
Learning Indicator(s)	B1 2.1.1.2

Performance Indicator	Learners can recite religious passages and sing religious songs.		
Strand	God, His Creation and Attributes		
Sub strand	Religious worship in the three main religion in Ghana		
Teaching/ Learning Resources	Videos and Pictures		
Core Competencies: Commitment, Dedication 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>Show pictures, video clips, etc. of songs and recitations from the three main religions.</p> <p>Have learners to talk about the part of the video and pictures that interest them most.</p> <p>Have learners to sing</p> <p><u>I HAVE A VERY BIG GOD</u> I have a very big God oo, He is always by my side. A very God oo, By my side, by my side</p>	<p>Let learners sing and recite texts from the three main religions: The Lord's Prayer, Psalm 23 (Christian), - Al- Fātihah (Islamic) and - Any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</p> <p>Assessment: Put learners into groups according to their religious background.</p> <p>Have learners to recite passages in their Holy book and sing religious songs.</p>	<p>What have we learnt today?</p> <p>Reciting religious passages and singing religious songs.</p> <p>Call out learners to summarize the lesson.</p>

Week Ending	22 nd November, 2019.		
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 3		
Learning Indicator(s)	B1.1.4.2.1		
Performance Indicator	Learners can state the similarities and differences between the communities where learners live.		
Strand	History as a Subject		
Sub strand	Community History		
Teaching/ Learning Resources	Pictures of past events of the school, community and Ghana videos of past events of the school, community and Ghana		
Core Competencies: learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, 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)
	Have learners to sing songs and recite familiar rhymes. <u>GHANA IS MY HOME</u> Ghana is my home, Ghana is my home, Ghana, Ghana, Ghana is my home.	Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc. Learners list the names of historical sites starting with the oldest to the	What have we learnt today? Similarities and differences between the communities

	6 th of March, 1957, Ghana independence day!	most recent Assessment: Have learners sort out historical pictures and relate to the pictures	Call out learners in turns to summarize the main points in the lesson
	Have learners to sing songs and recite familiar rhymes. <u>GHANA IS MY HOME</u> Ghana is my home, Ghana is my home, Ghana, Ghsana, Ghana is my home. 6 th of March, 1957, Ghana independence day!	Learners sketch what they have seen on their visit Compare sketches drawn with pictures of historical sites from other communities Assessment: Learners discuss their sketches bringing out similarities and differences in the sites they visited	What have we learnt today? Similarities and differences between the communities Call out learners in turns to summarize the main points in the lesson

Week Ending	22 nd November, 2019.
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B1.1.3.4.1 B1.2.3.4.1
Performance Indicator	Learners can plan a display of own artworks to share creative experiences based on artworks produced or found in the local community that reflect the history and culture of the people
Strand	Visual Arts and 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 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)
	Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery	Have learners to trace and make drawings of different images of objects on manila cards. Show samples of Christmas cards to learners and have them do same on their own	Teacher guides learners in any difficulties
	Prepare and set the stage for the exhibition	Have learners to display their artworks on the exhibition stage. Teacher(s) go round and observe artworks created by learners.	Teacher(s) express their judgments on the artworks

Week Ending	22 nd November, 2019.
Class	One
Subject	GHANAIA N LANGUAGE

Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	B1.6.2.1.1
Performance Indicator	Learners can read simple sentences of about three to four words.
Strand	Extensive Reading
Sub strand	Read Aloud With Children
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card.

Core Competencies: Personal development and leadership

DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Write sentences made up of three or four words on the board. <u>Ama is late</u> Lead learner to read the sentences. Call learners to read the sentences one by one.	Review the lesson with learners
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Write sentences made up of three or four words on the board. <u>Yaw is eating</u> Lead learner to read the sentences. Call learners to read the sentences one by one.	Review the lesson with learners
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Write sentences made up of three or four words on the board. <u>Kofi is a boy.</u>	Review the lesson with learners

		<p>Lead learner to read the sentences.</p> <p>Call learners to read the sentences one by one.</p>	
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Week Ending	22 nd November, 2019.		
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 14		
Learning Indicator(s)	B1.4.2.4.2		
Performance Indicator	Learners can recognize the need to drink water during and after physical activity.		
Strand	Physical Fitness Concepts, Principles and Strategies		
Sub strand	Healthy diet		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: learners develop personal and communication skills such as speaking, tolerance, value for health etc.			
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)
	Revise with learners on the previous lesson	Through discussions, learners identify the need to drink water during physical activity as to prevent heat stroke, dehydration, to control the body temperature, etc.	Review the lesson with learners

