



SAMPLE LESSON NOTES- WEEK TWELVE (12)
BASIC ONE

Fayol Inc.

Thanks to all, for the support you have shown us. The annual, termly and weekly scheme of learning from Fayol Inc. are samples to guide the classroom teacher on the new curriculum.

We do not own any content of the curriculum.

See you next term. Merry Christmas

SAMPLE SCHEME OF LEARNING- WEEK TWELVE (12)

BASIC ONE

Name of School.....

Week Ending	29 th November, 2019.
Class	One
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B1.1.4.1.2. B1.2.2.1.6. 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 use alphabetic knowledge to decode known words 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.

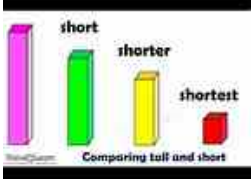
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes <u>WHEN I STAND UP</u> When I stand up, and I sit down and I stand up again. 1, 2, 3 and 4 and 5 and I sit down again.	A. <u>ORAL LANGUAGE</u> 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. Let storyteller pause for others to sing any appropriate song.	Review the lesson with learners Have learners to retell stories
Tuesday	Flash out word cards for learners to make its sounds. Have learners to form a big circle. Display letter cards in the middle of the circle.	B. <u>READING</u> Let learners sing an alphabet song. Put them into groups and write sentences containing some new words for learners to decode by segmentation. E.g. This is a mango. This is my sister.	

	Learners are to pick the letter cards in turns and make its sound.	Have learners read similar words from the word charts.	
Wednesday	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	<p>C.WRITING Write words in upper and lower cases.</p> <p><u>HUMPTY</u> <u>humpty</u></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>	Review the lesson with learners Give learners home task to write key words in their workbooks
Thursday	Have learners to form a big circle. Learners take turns to describe what they do everyday	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</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>	Review the lesson with learners
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p>	Have learners to tell what they read to the whole class

		<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, and provide support and encouragement.</p>	
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Week Ending	29 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.)</p> <p><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.)</p> <p><i>Hotels are tall.</i> (Raise one hand high in the air.)</p> <p><i>Puppies are short.</i> (Place hand low to the ground.)</p> <p><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.</p> <p>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.</p> <p>Give students these materials to hold and compare them.</p> <p>Call two students to the front of the class and ask which is tall and which is short.</p> <p>Correct students if they provide the incorrect answer.</p> <p>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> 

<p>Tuesday</p>	<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 wide.)</p> <p>I can be small, curled into a ball. (Crouch into ball.)</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>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.</p> <p>Show them a large item, such as a big book, and tell them that is big.</p> <p>Show students a little item, such as a pencil, and tell them that is small compared to the big book.</p> <p>Give other items to various students.</p> <p>Have learners place big items in one pile and small items in another</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 small circles on the left side. Monitor students as they conduct the activity.</p>
<p>Wednesday</p>	<p>Gather students together for the lesson.</p> <p>Hold up two objects (a feather and a rock) and ask learners if they know which is heavier and which is lighter.</p> <p>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.).</p> <p>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."</p> <p>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.</p> <p>Have students practice making predictions, and then comparing the items to determine which is the lightest and which is heaviest.</p> <p>Ask students to think about which item is heavier and which is lighter.</p>
<p>Thursday</p>	<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</p>	<p>Review the lesson with learners</p>

		Refer to notes on comparing small objects	
Friday	Revise with learners on the previous lesson	Learners bring together pairs of objects on the same flat surface to compare to find out which is thinner/light Refer to notes on comparing heavier objects	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B1.2.1.4.2		
Performance Indicator	Learners can demonstrate the existence of air in the environment		
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 <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)
	Engage learners to sing songs and recite familiar rhymes	Engage learners in a number of games/ fun activities that demonstrate the existence of air; E.g. Waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag, observing the leaves of a plant in the school, closing their mouths and then taking a deep breath, asking learners to fan themselves or sit in front of a working fan	What have we learnt today? The existence of air in the environment Have learners to practice a few demonstrations to show the existence
	Engage learners to sing songs and recite familiar rhymes	Learners talk about their observations in each case, e.g. explain what causes the leaves and hoisted flag to move	What have we learnt today? The existence of air in the environment Have learners to practice a few demonstrations to show the existence
	Engage learners to sing songs and recite familiar rhymes	Ask learners to outline uses of air in their lives. E.g. whistling, blowing of trumpets, flying kites, sailing of boats. Summarize the lesson by explaining to learners that air is everywhere.	What have we learnt today? Uses of air in the environment

Week Ending	29 th November, 2019.		
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 7		
Learning Indicator(s)	B1.2.2.2.1.		
Performance Indicator	Learners can identify different animals 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)
	Engage learners to sing songs and recite familiar rhymes	Use school and community environments, pictures, films from the internet, to show different animals such as fish, birds, monkeys, butterflies, ants to enable learners to understand that different animals live in different environments.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	Learners draw fishes in rivers, birds in their nests, pets in their sleeping places in learners' homes.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	Note Learners collect and share information about animals from the internet, parents, books	Review the lesson with learners

Week Ending	29 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. 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	29 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)
	<p>Have learners to sing songs and recite familiar rhymes.</p> <p><u>GHANA IS MY HOME</u> Ghana is my home, Ghana is my home, Ghana, Ghana, Ghana is my home. 6th of March, 1957, Gha-na independence day!</p>	<p>Visit historical sites in town e.g. an old chapel, a post office, a chief's palace, grooves, forests, wetlands etc.</p> <p>Learners list the names of historical sites starting with the oldest to the most recent</p> <p>Assessment: Have learners sort out historical pictures and relate to the pictures</p>	<p>What have we learnt today?</p> <p>Similarities and differences between the communities</p> <p>Call out learners in turns to summarize the main points in the lesson</p>
	<p>Have learners to sing songs and recite familiar rhymes.</p> <p><u>GHANA IS MY HOME</u> Ghana is my home, Ghana is my home, Ghana, Ghsana, Ghana is my home. 6th of March, 1957, Gha-na independence day!</p>	<p>Learners sketch what they have seen on their visit</p> <p>Compare sketches drawn with pictures of historical sites from other communities</p> <p>Assessment: Learners discuss their sketches bringing out similarities and differences in the sites they visited</p>	<p>What have we learnt today?</p> <p>Similarities and differences between the communities</p> <p>Call out learners in turns to summarize the main points in the lesson</p>

Week Ending	29 th November, 2019.		
Class	One		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B1 1.4.6.1 B1 2.4.6.1		
Performance Indicator	Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed artworks		
Strand	Visual Arts and Performing Arts		
Sub strand	Appreciating and Appraising		
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 videos and pictures on appreciating artworks	Set and spell out guidelines on expressing feelings and thoughts on artworks. Have Learners to agree to the guidelines to view, examine and come out with meaning from visual artworks; Have learners to display their artworks on the stage. Learners use the guidelines set to appreciate and appraise their friends artworks	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.
	Have learners to watch videos and pictures on appreciating artworks	Have learners to express their own feelings and ideas about own and others' displayed artworks. Have learners to come out with reasons for their feelings and thought.	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.

Week Ending	29 nd November, 2019.		
Class	One		
Subject	GHANAIAN 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 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 relating to the lesson	Write sentences made up of three or four words on the board. <u>One little finger</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>Five little ducks</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>He sat on the wall</u> Lead learner to read the sentences. Call learners to read the sentences one by one.	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.5.1.5.1		
Performance Indicator	Learners can participate willingly in physical activities		
Strand	Values and Psycho-social Concepts, Principles and Strategies		
Sub strand	Self-Responsibility		
Teaching/ Learning Resources	Videos and Pictures		
Core Competencies: As learners participate willingly in physical activities they develop personal and social skills such as tolerance, empathy, teamwork, fair-play when practicing in a team.			
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 observation, find out whether learners participate willingly in physical activities. Have Learners participate in physical activities of their interest. Example; jumping, jogging, running, etc.	Review the lesson with learners

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