



**WEEKLY SCHEME OF LEARNING-WEEK NINE  
BASIC ONE (1)**

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## WEEKLY SCHEME OF LEARNING- WEEK NINE (9)

### BASIC ONE

Name of School.....

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.1. B1.2.2.1.3. B1.4.3.1.1. B1.5.4.1.3 B1.6.1.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>A. Learners can listen to stories and be able to identify characters with their roles</li> <li>B. Learners can understand the relationship between spelling of words and sounds of speech</li> <li>C. Learners can match lower and upper case letters</li> <li>D. Learners can use the present tense continuous form of verbs.</li> <li>E. Learners can read a variety of age – appropriate books and texts from print</li> </ul>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
<b>Core Competencies:</b> Reading and Writing Skills, Personal Development and Leadership, Communication and Collaboration.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have learners recite familiar rhymes.</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u>                      One, two, three, four, five                      Once I caught a fish alive                      Six, seven, eight, nine, ten                      Then I let it go again                      Why did you let it go?                      Because it bit my finger so                      Which finger did it bite?                      This little finger on my right</p>	<p><u>A. ORAL LANGUAGE</u></p> <p>Mount appropriate story pictures.</p> <p>Guide learners to tell the story logically, using the pictures at each stage.</p> <p>Pause and show pictures for learners to ask questions or answer questions to predict the next stage.</p> <p><b>Assessment:</b> Let learners retell the story in a chain, using the pictures, if necessary.</p>	<p>What have we learnt today?</p> <p>Listening to stories and identifying the characters in it.</p> <p>Ask learners to tell what they have learned and what they will like to learn in the next lesson.</p>

		<p>Tell learners your personal response and guide them to do same. e.g.</p> <p>i. Why do you like the story?</p> <p>ii. I like the story because...</p> <p>iii. Which part do you like best?</p> <p>iv. I like where...</p>	
Tuesday	<p>This song takes the tune of “if you are happy and you know it, clap your hands”</p> <p>Teacher sings If you think you know this word, shout it out! If you think you know this word, shout it out! If you think you know this word, Then tell me what you’ve heard, If you think you know this word, shout it out!</p> <p>After singing, the teacher says a segmented word such as /k/ /a/ /t/ and learners provide the blended word “cat”.</p>	<p><b>B. <u>READING</u></b></p> <p>Blend vowel sounds with consonant sounds to produce words, e.g. am, at.</p> <p>Let learners segment the sounds in the words and blend them by using blending games.</p> <p>Ask learners to give examples of words.</p> <p>Write the words and have learners sound the individual letters and blend them to produce words.</p> <p><b>Assessment:</b> Have learners work in pairs/groups to further practice sound segmentation and blending to produce the words.</p>	Review the lesson with lesson with learners
Wednesday	<p>Engage learners to play “Back to the Board” game.</p> <p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound. The leader then search</p>	<p><b>C. <u>WRITING</u></b></p> <p>Show a chart of letters (small and capital).</p> <p>E.g. A B C D E... a b c d e...</p> <p>Place letter cards (small and capital letters) on teacher’s table.</p> <p>Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart.</p> <p>Those who are able to match them correctly win points for their groups and receive stars.</p>	Review the lesson with lesson with learners

	through the word cards to identify the letter.	<b>Assessment:</b> Let learners write the letters in their books.	
Thursday	<p>Have learners sing songs and recite familiar rhymes</p> <p><u>MINGLE MINGLE</u></p> <ul style="list-style-type: none"> <li>•Mingle, mingle – mingle 2x Two mingle (2 come together)</li> <li>•Mingle, mingle – mingle 2x Three mingle (3 come together)</li> <li>•Mingle, mingle – mingle 2x four mingle (4 come together)</li> </ul>	<p><b>D. <u>WRITING CONVENTIONS AND GRAMMAR USAGE</u></b></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"> <li>• <i>The sun is shining at the moment.</i></li> <li>• <i>We're learning English at the moment.</i></li> </ul> <p><b>Assessment:</b> Have learners to use some key words to form sentences orally</p>	<p>What have we learnt today?</p> <p>Using the present tense continuous form of verbs.</p> <p>Give learners home task to underline some present continuous tenses in their workbooks</p> <p>Review the lesson with lesson with learners</p>
Friday	Guide learners to choose and read books during the library period	<p><b>E. <u>EXTENSIVE READING</u></b></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, and provide support and encouragement.</p>	Have learners to tell what they read to the whole class

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.
<b>Class</b>	One
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B1.1.4.1.1
<b>Performance Indicator</b>	Learners can recognize Ghanaian coins by name, including one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewas and one cedi by value and describe the relationship among them.
<b>Strand</b>	Number
<b>Sub strand</b>	Money
<b>Teaching/ Learning Resources</b>	Ghana cedi currency notes and coins

**Core Competencies:** Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity and Global Citizenship

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have Learners to tell the class, the amount of money they brought to school.</p> <p>Learners to sing songs and rhymes in relation to the lesson</p>	<p>Display the various coins currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p> <p>Have Learners to touch, feel and say the features of each coin</p>  <p>Have Learners to tell what each coin can buy.</p> <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the coins</p>	Review the lesson with learners

<p>Tuesday</p>	<p>Have Learners to tell how they spent their pocket money.</p> <p>Learners write a list of items they buy in school each day</p>	<p>Introduce the one pesewa, five pesewas and guide learners learn to identify and recognize the money by name and value</p> <p>State the relationship between 1p and 5p</p>  <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the 1p and 5p coins</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Group Learners into two. Call out Learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>Introduce the fifty pesewas and guide learners learn to identify and recognize the money by name and value</p> <p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and 5p, 10p and 50p</p>  <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the fifty pesewas coins</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Group Learners into two. Call out Learners to pick up a coin and the others to give equivalence of the coin using the other denominations.</p>	<p>Introduce the fifty pesewas and guide learners learn to identify and recognize the money by name and value</p>	<p>Review the lesson with Learners</p>



<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 24		
<b>Learning Indicator(s)</b>	B1.2.1.1.1		
<b>Performance Indicator</b>	Learners can explain that some natural phenomena, such as day and night, occur repeatedly		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth science		
<b>Teaching/ Learning Resources</b>	Pictures and videos		
<b>Core Competencies:</b> Critical Thinking and problem solving Creativity and Innovation. Personal development and Leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners to watch videos and pictures of some cyclic movements.</p> <p>Have learners to talk about the video or pictures and tell the class what interest them most.</p>	<p>Learners can be engaged in an activity that explains cyclic movement. (The second hand of an analogue clock, merry-go-round and circular cards, musical chairs could be used).</p> <p>Relate this activity to the occurrence of day and night and explain that the appearance of the Sun, Moon and stars follow a cyclic pattern.</p>	<p>What have we learnt today?</p> <p>explaining that some natural phenomena occur repeatedly</p> <p>Have learners to summarize the main points of the lesson.</p> <p><b>Assessment:</b></p>
	<p>Engage learners to play the “odd one out” game.</p> <p>The student will look at; for example four pictures (cyclic movements).</p> <p>Three of which have something in common and one is the odd one. The learner is to pick the odd one out.</p>	<p>Let learners suggest other events in their environment that happen over and over again in a cycle. For example, dry and wet seasons.</p> <p>Learners make sketches displaying events that take place in the day and those that take place in the night.</p>	<p>What have we learnt today?</p> <p>explaining that some natural phenomena occur repeatedly</p> <p>Have learners to summarize the main points of the lesson</p>
	<p>Group learners into three (3), appoint a leader from each group to act as the teacher.</p>	<p>Let learners suggest other events in their environment that happen over and over</p>	<p>What have we learnt today?</p>



	<p>Ask them to summarize what was covered in the previous/current lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins.</p>	<p>again in a cycle. For example, dry and wet seasons.</p> <p>Learners make sketches displaying events that take place in the day and those that take place in the night.</p>	<p>explaining that some natural phenomena occur repeatedly</p> <p>Have learners to summarize the main points of the lesson</p>
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<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 5		
<b>Learning Indicator(s)</b>	B1.2.1.1.1.		
<b>Performance Indicator</b>	Learners can explore the uses of things in the environment		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	The Environment and the Weather		
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Paste a chart on the board showing pictures of things in our environment</p> <p>Have learners to observe the chart and talk about it.</p> <p>Learners to identify and mention the names of some of the pictures on the chart.</p>	<p>Engage learners in a nature walk to observe, identify, locate and talk about things in the environment and their uses e.g. Furniture: chairs, tables, cupboards, Plants, Animals, Computers and sort them into living, non-living, manmade and natural</p>	<p>What have we learnt today?</p> <p>Uses of things in the environment.</p> <p>Have learners to summarize the important points in the lesson</p>
	<p>Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball mentions something in the environment and its uses.</p> <p>He then throws the ball to another student to mention his.</p> <p>Anyone who fails to mention his is out of the circle.</p> <p>The last person becomes the winner</p>	<p>Learners browse the internet, draw or look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens</p> <p>As learners use the internet to browse pictures of things in the environment, teacher helps learners learn about the use of parts of the computer e.g. the mouse, keyboard, monitor or system unit and how they are connected</p>	

	<p>Have learners to sing songs and recite rhymes in relation to the lesson</p>	<p>Learners browse the internet, draw or look at pictures or posters of things in the environment and talk about caring for them in environment as responsible citizens</p> <p>As learners use the internet to browse pictures of things in the environment, teacher helps learners learn about the use of parts of the computer e.g. the mouse, keyboard, monitor or system unit and how they are connected</p>	
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<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 3		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs.		
<b>Strand</b>	God, His Creation and Attributes		
<b>Sub strand</b>	Religious worship in the three main religion in Ghana		
<b>Teaching/ Learning Resources</b>	Videos and Pictures		
<b>Core Competencies:</b> Commitment, Dedication Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<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>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><b>Assessment:</b> 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>

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 3		
<b>Learning Indicator(s)</b>	B1.1.4.2.1		
<b>Performance Indicator</b>	Learners can state the similarities and differences between the communities where learners live.		
<b>Strand</b>	History as a Subject		
<b>Sub strand</b>	Community History		
<b>Teaching/ Learning Resources</b>	Pictures of past events of the school, community and Ghana videos of past events of the school, community and Ghana		
<b>Core Competencies:</b> learners compare and reconstruct past human activities from evidence, they develop chronological understanding, cultural identity, creativity and innovation			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to sing songs and recite familiar rhymes.	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 most recent  <b>Assessment:</b> have learners sort out historical pictures and relate to the pictures	What have we learnt today?  Similarities and differences between the communities  Call out learners in turns to summarize the main points in the lesson
	Have learners to sing songs and recite familiar rhymes.	Learners sketch what they have seen on their visit  Compare sketches drawn with pictures of historical sites from other communities  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

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page 3		
<b>Learning Indicator(s)</b>	B1 1.1.1.1 B1 2.1.1.1		
<b>Performance Indicator</b>	Think about the people who live in the local community and describe what you know about their history and their culture or way of life		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Thinking and Exploring		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
<b>Core Competencies:</b> Critical Thinking, Digital Literacy and Collaboration Communication			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Take extreme pictures of artworks in Ghana. Pass them round and get learners to guess what they are and hence introduce the lesson.	Share with learners stories that describe the culture or way of life (including their language, the food they eat, their dressing, type of buildings, farming tools, way of cooking, body marks, songs, dances, artworks) of people in the community;  Listen to and ask questions about stories told by community elders or resource persons that explain the history and culture of the people in the community	Have learners to reflect on what they have learnt.  Learners to summarize the main points of the lesson
	Revise with learners on the previous lesson	Group learners according to their cultural background.  Have learners dress up according to their cultural background.  Learners to perform some cultural dances.  If possible guide learners to cook some traditional foods	Review the lesson with learners  Have learners to appreciate the cultural diversities.

<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian language curriculum Page 15		
<b>Learning Indicator(s)</b>	B1.5.3.1.1. B1.5.3.1.2 B1.5.3.1.3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can write two letter action words.</li> <li>• Learners can write three letter action words</li> <li>• Learners can write a sentence with an action word correctly.</li> </ul>		
<b>Strand</b>	Writing Conventions		
<b>Sub strand</b>	Integrating Grammar In Written Language (use of action words)		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation Communication and collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners sing songs and recite familiar rhymes.	<p>Ask learners to mention some action words on the board.</p> <p>List the words on the board and say them loudly for learners.</p> <p>Write two-letter action words on a manila card and show it to learners. E.g. go</p> <p>Lead learners to read the words.</p> <p><b>Assessment:</b> Let learners write some two-letter action words correctly.</p>	<p>What have we learnt today?</p> <p>Writing two letter action words.</p> <p>Have learners to trace some two letter action words in their workbooks</p>
	Have learners sing songs and recite familiar rhymes.	<p>Write three-letter action words on a manila card and show it to learners.</p> <p>List the words on the board and say them loudly for learners.</p> <p>Lead learners to read the words.</p>	<p>What have we learnt today?</p> <p>Writing three letter action words.</p> <p>Have learners to trace some three letter action words in their workbooks</p>

		<p><b>Assessment:</b> Let learners write some three-letter action words correctly.</p>	
	<p>Have learners sing songs and recite familiar rhymes.</p>	<p>Write a simple sentence on the board. The sentence must have an action word already treated.</p> <p>Discuss the action word with learners.</p> <p><b>Assessment:</b> Let learners write the sentences with an action word in their exercise books.</p>	<p>What have we learnt today?</p> <p>Writing a sentence with an action word correctly.</p> <p>Have learners to trace some three letter action words in their workbooks</p>



<b>Week Ending</b>	8 <sup>th</sup> November, 2019.		
<b>Class</b>	One		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 13		
<b>Learning Indicator(s)</b>	B1.3.1.3.1:		
<b>Performance Indicator</b>	Learners can perform 5 minutes dancing with music.		
<b>Strand</b>	Physical Fitness		
<b>Sub strand</b>	Aerobics Capacity		
<b>Teaching/ Learning Resources</b>	Drums, laptop, speakers		
<b>Core Competencies:</b> Learners develop personal skills and leadership by dancing 5 minute continuously as warm-up activity or fitness test.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to watch a short video on a popular dance in the locality.	Organize a local dance with music and let learners dance for five minutes.  Emphasis on coordination, timing, flexibility etc.  Choose any music that is common in the locality.  Record it and play or sing for learners to dance.	Review the lesson with learners