

TERM TWO BASIC ONE WEEK TWELVE

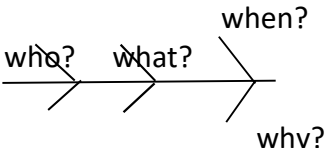
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WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC ONE


Name of School.....





Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.7.1.4 B1.2.7.1.3 B1.4.5.1.3. B1.5.7.1.1 B1.6.1.1.1.	
Performance Indicator		Learners can listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) Learners can retell level-appropriate texts in own words Learners can use basic descriptive words in writing simple sentence Learners can identify and use prepositions in oral and written language to indicate position 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: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Show pictures of common objects and animals to learners. • Have learner’s think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners produce descriptions of pictures and objects	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Use the Simple Herring Bone strategy to guide learners to retell the story in their own words</p>  <p>Assessment: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> • Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc. • Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects. • Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>(Exceptional learners should write four simple sentences).</p> <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> • State the position of various classroom objects using simple prepositions. • Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair. • Let learners identify the words in, on, etc. as words that show position. • Pair up learners and have them use the prepositions identified in simple and meaningful sentences. • Let each learner write two sentences describing the position of objects in the classroom. <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING	What have we learnt today?

		<p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		one	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B1.1.4.1.1	
Performance Indicator		Learners can Recognise 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 the	
Strand		NUMBER	
Sub strand		Money	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. 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)
Monday	Sing songs like: I'm counting one, what is one 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	. Display the various coins currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each coin  Introduce the one pesewa, five pesewas, ten pesewas, twenty pesewas, fifty pesewa and guide learners learn to identify and recognize the money by name and value	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like:	State the relationship between 2p and 10p; 5p	Review the lesson with Learners

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p> 	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair co</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>State the relationship between 2p and 10p; 5p and 10p; 2p and 20p; 1p and ¢1, 10p and ¢1</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		One	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B1.2.2.1.1	
Performance Indicator		Learners can describe religious festivals in Ghana	
Strand		Religious Practices and their Moral Implications	
Sub strand		Religious Festivals in the Three Major Religions in Ghana	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Guide learners to mention festivals celebrated in the three religions.- Christian: Christmas, Easter, etc.- Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc.- African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahy€, etc. Assessment: let learners describe religious festivals in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.4.2.2.1	
Performance Indicator		Learners can know examples of common electronic devices and their uses	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Display real or pictures of electronic devices such as mobile phones, wrist watches, cameras and torches.• Let learners identify the devices displayed.• Engage learners in an activity to match the devices with their uses. <p>Assessment: let learners mention examples of common electronic devices and their uses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	Assist learners to model any one electronic device of their choice using appropriate materials (Blu tack, clay or cardboard).	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners model any one electronic device	
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Week Ending			
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.5.1.1	
Performance Indicator		Learners can identify what they want to be in future	
Strand		My Country Ghana	
Sub strand		Some Selected Individuals	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Role play what learners want to be in future Assessment: let learners mention what they want to be in future	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Role play what learners want to be in future Assessment: let learners mention what they want to be in future	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.3.1.3. 1:	
Performance Indicator		Learners can dance for 10 minutes with music	
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners perform a 10 minute dance with music at their own pace for recreation and improvement of their physical fitness.	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B1.4.2.1.1	
Performance Indicator		Learners can mention how national symbols can be preserved	
Strand		OUR NATION GHANA	
Sub strand		Authority and Power	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols. Assessment: let learners mention how national symbols can be preserved	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups/pairs, tell how these national symbols can be preserved, e.g. pay attention to the National Anthem, protect the national symbols, report people who destroy the national symbols. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson

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		mention how national symbols can be preserved	
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Week Ending			
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B1 2.3.4.1	
Performance Indicator		Learners can plan a display of own artworks to share own creative experiences based on performing artworks that reflect the history and culture or way of life of the people	
Strand		PERFORMING ARTS	
Sub strand		Displaying and Sharing	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video or live performances that reflect the history and culture of the people in Ghana ☐ discuss the need for displaying portfolio of own performing artworks Assessment: let learners display own artworks to share own creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>and culture of people in the local community</p> <p>Assessment: let learners display of own artworks to share own creative experiences</p>	
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Learning Indicator (s) (Ref. No.)		B1.6.2.1.1 Read simple sentences of about three to four words.	
Performance Indicators		The learner should read simple sentences of about three to four words.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration 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 leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Write sentences made up of three or four words on the board.• Lead learner to read the sentences.• Call learners to read the sentences one by one. Assessment: let learners read simple sentences of about three to four words.	What have we learnt today?

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learner to read the sentences. • Call learners to read the sentences one by one. <p>Assessment: let learners read simple sentences of about three to four words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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