

TERM TWO

BASIC ONE

WEEK SIX

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WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.7.1.1. B1.2.6.1.3 B1.4.5.1.1 B1.5.4.1.3 B1.6.1.1.1.	
Performance Indicator		Learners can listen to and reproduce narrative texts Learners can use words acquired through talk and reading in conversation Learners can make a list of objects in the school Learners can use the present tense continuous form of verbs 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 – Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. – Have them predict the story. • During Reading – Read a story. Pause at vantage	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>points and have learners talk about the content of the text.</p> <ul style="list-style-type: none"> • After Reading – Have the learners answer simple questions based on the text. – Have them role-play the events in the story <p>Assessment: let learners listen to and reproduce narrative texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>In groups, let learners engage in conversation using familiar and high frequency words on given topics. e. g. My Classroom</p> <p>Assessment: let learners use words acquired through talk and reading in conversation</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> <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> <ul style="list-style-type: none"> • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice. • Have a big chart on the wall and copy their lists on 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>the chart. Let groups take turns to edit their work.</p> <ul style="list-style-type: none"> • Let learners copy the edited words into their books. <p>Assessment: let learners make a list of objects in the school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners to use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs to form sentences</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	<p>E.EXTENSIVE READING</p> <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>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		one	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B1.1.2.4.1	
Performance Indicator		Learners can use counting on, counting down and missing addend strategies for adding and subtracting within 20	
Strand		NUMBER	
Sub strand		Number Operations (Addition, Subtraction, Multiplication and Division	
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	"Making 10s" (i.e., if $7 + 2 + 3$, do $7 + 3 = 10$ first then add 2. The answer is 12. Or if given $7 + 2 + 3$, change the order of the addends to $7 + 3 + 2$ to produce combinations that add to 10; Or if given $2 + 6 + 4$, add the two last addends first to produce $2 + 6 + 4 = 2 + 10 = 12$ Or if given $8 + 3$, change question to $8 + 2 + 1 = 10 + 1 = 11$	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one	"Making 10s" (i.e., if $7 + 2 + 3$, do $7 + 3 = 10$ first then add 2. The answer is 12. Or if given $7 + 2 + 3$, change the order of the addends to $7 + 3 + 2$ to	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>produce combinations that add to 10; Or if given $2 + 6 + 4$, add the two last addends first to produce $2 + 6 + 4 = 2 + 10 = 12$ Or if given $8 + 3$, change question to $8 + 2 + 1 = 10 + 1 = 11$</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>"Making doubles" (i.e., if $5 + 4$, do $4 + 4 = 8$ then add 1. The answer is 9. Or if given $6 + 7$, change question to $6 + 6$, which give 12 then add 1. The answer is 13).</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>"Making doubles" (i.e., if $5 + 4$, do $4 + 4 = 8$ then add 1. The answer is 9. Or if given $6 + 7$, change question to $6 + 6$, which give 12 then add 1. The answer is 13).</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>"Making doubles" (i.e., if $5 + 4$, do $4 + 4 = 8$ then add 1. The answer is 9. Or if given $6 + 7$, change question to $6 + 6$, which give 12 then add 1. The answer is 13).</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.3.1.1.1	
Performance Indicator		Learners can identify the external human body parts by their appropriate names	
Strand		SYSTEMS	
Sub strand		THE HUMAN BODY SYSTEMS	
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	Use songs to get learners to name the parts of their bodies e.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”. • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body. • Learners draw a human body and use a colour of their choice to colour their drawing Assessment: let learners identify the external human body parts by their appropriate names	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners can trace an outline of the human body on a cardboard or paper.</p> <ul style="list-style-type: none"> • Learners display their work for discussion <p>Assessment: let learners identify the external human body parts by their appropriate names</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		One	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B1 2.1.1.2	
Performance Indicator		Learners can recite religious passages and sing religious songs	
Strand		Religious Practices and their Moral Implications	
Sub strand		Religious Worship 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">• Show pictures, video clips, etc. of songs and recitations from the three main religions.• Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional). <	

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Week Ending			
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.3.1.2	
Performance Indicator		Learners can recall when the name Ghana came into formal use	
Strand		My Country Ghana	
Sub strand		How Ghana Got Its Name	
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	Dramatise a scene in parliament in changing the name Gold Coast to Ghana. Assessment: let learners recall when the name Ghana came into formal use	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	Dramatise a scene in parliament in changing the name Gold Coast to Ghana. Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B1.2.1.2.1:	
Performance Indicator		Learners can identify personal space	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		SPACE AWARENESS	
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	Give learners a photocopy of a field with a marked space to colour. Give the work to them as a project	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B1.3.3.1.1.	
Performance Indicator		Learners can explain basic human needs and rights of self and others	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Basic Human Rights	
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	Engage learners with games/storytelling, rhymes to talk about human needs and rights. Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc. Assessment: let learners explain basic human needs	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	Engage learners with games/storytelling, rhymes to talk about human needs and rights. Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement,	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>personal liberty, right to fair trial, etc.</p> <p>Assessment: let learners explain basic human rights</p>	
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Week Ending			
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B1 2.2.3.3	
Performance Indicator		Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community	
Strand		PERFORMING ARTS	
Sub strand		Planning, Making and Composing	
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: ? perform own music, dance and drama that reflect the identified topical issues in the local community Assessment: let learners create own performing artworks to express own views	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: ? perform own music, dance and drama that reflect the identified topical issues in the local community Assessment: let learners create own performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B1.2.5.1.1. Match pictures or objects with words. B1.2.5.1.2 Read labelled objects and pictures. B1.2.5.1.3 Recognise and read simple words on cards	
Performance Indicators		<ul style="list-style-type: none">• The learner should match pictures or objects with words.• The learner should read labelled objects and pictures.• The learner should recognise and read simple words on cards	
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">• Draw some objects on the board and write their names beside them.• Lead learners to match pictures or objects with their names.• Draw more objects on the board and provide their names.• Call learners one by one to match the pictures with the names written. Assessment: let learners match pictures or objects with 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"> • Draw some objects on the board and write their names under them. • Lead learners to read the names written under the pictures. • Draw more objects on the board and provide their names. • Call learners one by one to read what is written under the pictures. <p>Assessment: let learners read labelled objects and pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write some simple words on cards and display it on the board. • Lead learners to read the words on the card. • Call learners one by one to read the words as you point them (the words). <p>Assessment: let learners read simple words on cards</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>