

TERM TWO

BASIC ONE

WEEK EIGHT

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WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC ONE

Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.7.1.2. B1.2. 7.1.1. B1.4.5.1.2 B1.5. 5.1.1. B1.6.1.1.1.	
Performance Indicator		Learners can recognise and relate the sequence of events in a narrative text Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions Learners can write simple familiar words Learners can identify adjectives and use them to describe oneself and other people. 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 Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	What have we learnt today? Ask learners to summarize the main points in the lesson

		ASSESSMENT: let learners mention the sequence of events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.</p> <p>ASSESSMENT: let learners use illustrations, text and context clues to make predictions before reading</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>Let learners mention their favourite dishes or food.</p> <ul style="list-style-type: none"> • Let learner's select one food and talk about the ingredients used in its preparation, e.g. Jollof. • Let learners mention the ingredients as teacher writes them on the board. • Let them then work as individuals, choose their own special food or dish and write the ingredients. • Let learners do peer editing. <p>ASSESSMENT: let learners write simple familiar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?

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		<p>Have learners read level-appropriate texts describing people.</p> <ul style="list-style-type: none"> • Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. • Have learners write simple sentences to describe themselves, using the descriptive words identified. • Have learners write parallel sentences to describe their friends <p>ASSESSMENT: let learners identify adjectives and use them to describe oneself and other people</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)		B1.1.2.4.2	
Performance Indicator		Learners can solve one-step word problems involving addition and subtraction within 20 using a variety of strategies	
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	. Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to, putting together – and with unknowns in all positions. - Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I’m counting one, what is one	Use a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>20 involving adding to, putting together – and with unknowns in all positions. - Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?</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 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions. - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</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 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</p>	<p>Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions. - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</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>Use a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions.</p> <p>- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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Week Ending			
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B1.4.1.1.1	
Performance Indicator		Learners can understand energy and give examples of its uses	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
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">Learners talk about why they eat food every dayGuide learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom.Assist learners to come-out with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses	What have we learnt today? Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Ask learners to brainstorm on what happens when a car runs short of fuel. <ul style="list-style-type: none">Summarise the learners’ responses by	What have we learnt today?

		<p>explaining to them that energy is what enables us to do work.</p> <p>ASSESSMENT: let learners explain energy and give examples of its uses</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	
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	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). ASSESSMENT: let learners recite religious passages and sing religious songs	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.5.1.1	
Performance Indicator		Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.	
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. Which individuals have contributed to Ghana’s development? How have they contributed to Ghana’s development	Identify Ghanaians of diverse professions who have contributed significantly to national development. ASSESSMENT: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	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	Identify Ghanaians of diverse professions who have contributed significantly to national development. ASSESSMENT: let learners identify Ghanaians of diverse fields who have	What have we learnt today? Ask learners to summarize the main points in the lesson

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		contributed significantly to national development	
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Week Ending			
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B1.2.3.2.1	
Performance Indicator		Learners can Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		RELATIONS	
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	Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance.	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)		B1.3.4.1. 1.	
Performance Indicator		Learners can narrate the stories of the birth of religious leaders	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
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 role play the birth of the religious leaders. Project Work Learners to consult their parents and record: i. their dates of birth ii. town of birth ASSESSMENT: let learners narrate the stories of the birth of religious leaders	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 role play the birth of the religious leaders. ASSESSMENT: let learners narrate the stories of the birth of religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		Displaying and Sharing	
Performance Indicator		Learners can perform own artworks to share own creative experiences of performing artworks that reflect the natural and manmade environments in the local community	
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: • plan to perform own music, dance and drama to share, educate and inform the target audience on things that reflect the natural and manmade environments in the local community ASSESSMENT: let learners perform own artworks to share own creative experiences of performing artworks	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 to present some of the music, dance and	What have we learnt today?

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		<p>drama performed in the local community</p> <p>ASSESSMENT: let learners perform own artworks to share own creative experiences of performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B1.3.2.1.4 Trace from a given templates. B1.3.3.1.1 Combine strokes to form shapes of the letters of the alphabets correctly.	
Performance Indicators		<ul style="list-style-type: none">• The learner should trace from a given templates.• The learner should combine strokes to form shapes of the letters of the alphabets correctly.	
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">• Provide learners with templates with objects drawn on them.• Put learners into groups and lead them to trace the objects on the templates. ASSESSMENT: let learners should trace from a given templates.	What have we learnt today? <

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		<p>combine them to form letters of the alphabet.</p> <p>ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Draw strokes on papers and give them to learners. • Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form letters of the alphabet. <p>ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>