

TERM TWO
BASIC ONE
WEEK TWO

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WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC ONE

Name of School.....

Week Ending	
Class	One
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum Page
Learning Indicator(s)	B1.1.6.1.3 B1.2.2.1.6 B1.4.3.1.3 B1.5.4.1.2 B1.6.1.1.1.
Performance Indicator	Learners can talk about their school and places in the school Learners can use alphabetic knowledge to decode known words Learners can write words using both capital and small letters Learners can use the present tense of verbs to express the present state of things or situations 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 Use the Community Circle Time Strategy. <ul style="list-style-type: none"> Show pictures of their school and places in the school (the library, the computer lab, the headmaster’s office, the playing field etc.) Have learners think-pair-share ideas/views about 	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>the pictures in pairs and then with the large group.</p> <ul style="list-style-type: none"> • Have learners talk about the activities that go on in these places and their importance to the individual. <p>Assessment: let learners talk about the activities that go on in their school and places in the school</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> • 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. • Have learners read similar words from the word charts <p>Assessment: let learners read words from the word charts</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"> • Write words in upper and lower cases. • Model pronunciation of target words for learners to repeat. • Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Let group leaders help other learners (who are not able to write some letters correctly).</p> <p>Assessment: let learners write words using both capital and small</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"> • Introduce the activity and demonstrate it. • Guide learners with questions to describe the state of given things or situations, e.g. My bag is red <p>Assessment: let learners use the present tense of verbs to express the present state of things or situations</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: Guide learners to select books for readings</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)	B1.1.2.2.3		
Performance Indicator	Learners can generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers 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.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.		Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B1.2.1.4.1		
Performance Indicator	Learners can identify sources and uses of water in the home and at school		
Strand	CYCLES		
Sub strand	EARTH SCIENCE		
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	Ask learners where they get water (sources of water) at the home, community and school. <ul style="list-style-type: none"> • In a participatory manner, learners come out with sources of water in the home and at school • Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea. • Discuss the various uses of water at their homes, school and community. • Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages, 	What have we learnt today? Ask learners to summarize the important points of the lesson

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		<p>rinsing of utensils, watering of flowers.</p> <p>Assessment: let learners identify sources and uses of water in the home and at school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap. <p>Assessment: let learners Identify sources of water in the home and at school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class	One		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B1 2.1.1.1:		
Performance Indicator	Learners can name the three main types of worship in Ghana		
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 of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship Assessment: let learners name the three main types of worship in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

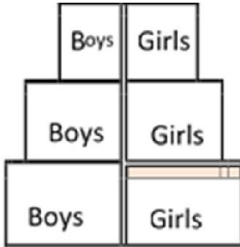
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Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B1.2.3.1.1		
Performance Indicator	Learners can use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana		
Strand	My 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	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana Assessment: let learners use the internet to locate ancient Ghana empire	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	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana Assessment: let learners use the internet to locate the Akan forest regions of Ghana	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)	B1.1.2.1.10		
Performance Indicator	Learners can Dribble a ball in a forward direction, using the inside of the foot		
Strand	Motor Skills And Movement Patterns		
Sub strand	Locomotor, Manipulative And Rhythmic Skills		
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	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and continuous push in a serpentine movement. Emphasis of forward direction. Guide learners to practices the skill as individuals and in a group while you supervise and give feedback. Organise a mini football game for learners to apply the skill in real life for fun, enjoyment and skill mastery. Let learners cool down to end the lesson.	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)	B1.2.4.1.1.		
Performance Indicator	Learners can describe the population structure of their class and the need to respect one another		
Strand	ALL AROUND US		
Sub strand	Population and Settlement		
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 describe the structure of population in their class by sex and age. Learners group the population in their class by age and by sex in their class. NB: Teacher to represent each age by sex on the chalk/white board with a rectangular block, starting with the youngest age at three bottom and building on with older boys and girls. Size of box will be determined in each case by number of learners in each age group. Example of the Age Structure.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>8 years</p>  <p>6 years</p> <p>Assessment: let learners describe the population structure of their class</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the need to respect one another regardless of age and sex as responsible citizens.</p> <p>Assessment: let learners Explain why we need to respect one another</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	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B1 2.1.1.2		
Performance Indicator	Learners can think about and describe the different performing artworks that are produced or performed in the local community		
Strand	PERFORMING ARTS		
Sub strand	Thinking and Exploring Ideas		
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: <ul style="list-style-type: none"> ☐ think about performing artworks (music, dance, drama, poetry) they know of or have seen produced or performed in the local community ☐ look at photographs or pictures or watch videos that show different music, dance and drama performances and identify them by name or talk about how these performing artworks are produced or used for in the community <p>Assessment: let learners describe the different performing artworks that are produced in the local community</p>	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	<p>Learners are to share and act familiar music, dance and drama in the local community;</p> <p>☑ identify and share ideas about different kinds of performing artworks</p> <p>Assessment: let learners describe the different performing artworks that are performed in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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WEEKLY LESSON PLAN FOR B1 GHANAIAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B1.1.7.1.2 Describe their family. B1.1.7.1.3 Describe their classmates	
Performance Indicators		<ul style="list-style-type: none"> The learner should describe their family. The learner should describe their classmates 	
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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings. Write a few of the said sentences on the board for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from. <p>Assessment: let learners describe their family</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

