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SAMPLE LESSON NOTES-WEEK 11
BASIC ONE

SCHEME OF LEARNING- WEEK 11

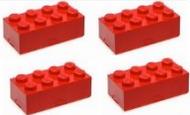
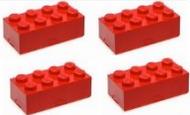
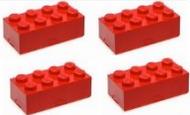
BASIC ONE

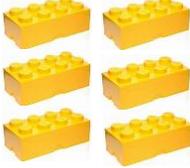
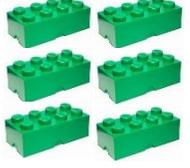
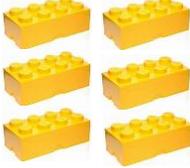
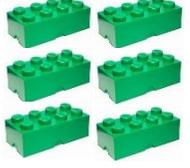
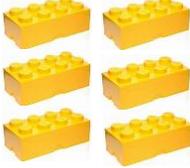
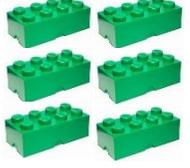
Name of School.....

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| Week Ending | | | |
| Class | One | | |
| Subject | ENGLISH LANGUAGE | | |
| Reference | English Language curriculum Page | | |
| Learning Indicator(s) | B1.1.10.1.3. B1.2.9.1.1. B1.4.12.1.1. B1.5.10.1.2. B1.6.1.1.1. | | |
| Performance Indicator | <p>A. Learners can speak with confidence before different audiences, B. Learners can read short and simple sentences at good pace C. Learners can use words and simple sentences to describe self D. Learners can fill in blank spaces in simple words E. Learners can read a variety of age – appropriate books and texts from print.</p> | | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards and a class library | | |
| Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration | | | |
| 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 | <p>Gather 10 objects that can be found in the classroom and lay them all out on the desk. Show them all to the students and then cover everything with a blanket or a sheet after one minute. Ask learners to write down as many items they remember on a piece of paper.</p> | <p style="text-align: center;">A. ORAL LANGUAGE (Presentation)</p> <p>Have learners draw members of their nuclear family.</p> <p>Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class.</p> <p>Use probing questions to have learners talk more about their family members. e.g. i. Who is this one? ii. Why did you draw him or her first?</p> <p>Encourage shy learners to speak.</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> |
| Tuesday | <p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p> | <p style="text-align: center;">B. READING (Fluency)</p> <p>Teacher models reading at a reasonable pace.</p> <p>Have learners read short and simple sentences at a reasonable pace.</p> <p>Let learners read in small groups.</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> |
| Wednesday | <p>Have learners sing songs and recite familiar rhymes</p> <p>MINGLE MINGLE •Mingle, mingle – mingle 2x Two mingle (2 come together)</p> | <p style="text-align: center;">C. WRITING (Descriptive Writing)</p> <p>Model describing yourself in 2-3 simple sentences using simple descriptive words.</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> |

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| | <ul style="list-style-type: none"> •Mingle, mingle – mingle 2x Three mingle (3 come together) •Mingle, mingle – mingle 2x four mingle (4 come together) | <p>Write some descriptive words and discuss them with learners. Through questions, have pairs of learners describe themselves to each other.</p> <p>e.g. What is your name? - My name is..... How old are you? - I am</p> <p>Assist learners to write out their sentences.</p> | <p>Have learners to read and spell some of the keywords in the lesson</p> |
| Thursday | <p>Write a simple word vertically on the board . E.g. P E N</p> <p>Invite learners to come up with a word starting with each letter of the vertical word.</p> | <p><u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> <i>(Spelling)</i></p> <p>Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.</p> | <p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> |
| Friday | <p>Have a variety of age appropriate books for learners to make a choice from.</p> | <p><u>E.EXTENSIVE READING</u></p> <p>Using book tease or book talk, introduce the reading/ library time.</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> | <p>Have learners to read and spell the key words on the board Learners to draw parts of the story they read</p> |

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| Week Ending | |
| Class | One |
| Subject | MATHEMATICS |
| Reference | Mathematics curriculum Page 18 |
| Learning Indicator(s) | BI.4.1.1.1 |
| Performance Indicator | Organize and represent data with up to three categories. |
| Strand | Data |
| Sub strand | Data Collection And Organization |
| Teaching/ Learning Resources | Class registers, school based assessment |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; | |

| 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) | | | | |
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| Monday | Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc. | <p>Have a picture of learners in front of the class and ask the learners to use two different objects to represent the number of males and females.</p>  <p>Let learners represent the number of boys with a red Lego block, and represent the number of girls with a blue Lego block.</p> <table border="1" data-bbox="656 1062 1024 1245"> <thead> <tr> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: let learners solve several examples</p> | Boys | Girls |  |  | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Boys | Girls | | | | | | |
|  |  | | | | | | |
| Tuesday | Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc. | <p>Bring a picture of animals in front of the class and ask the learners to use two different objects to represent the number of males and females</p> <p>Let learners represent the number of males with a red Lego block, and represent the number of females with a blue Lego block.</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> | | | | |
| Wednesday | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Bring a picture of objects in front of the class and ask the learners to use two different category to represent the number of natural and man-made.</p>  | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> | | | | |

| | | <p>Let learners represent the number of natural items with a yellow Lego block, and represent the number of man-made items with a green Lego block.</p> <table border="1"> <thead> <tr> <th>Natural items</th> <th>Man-made items</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: let learners solve several examples</p> | Natural items | Man-made items |  |  | |
|---|--|--|--|----------------|---|--|--|
| Natural items | Man-made items | | | | | | |
|  |  | | | | | | |
| Thursday | <p>Play a game of "I spy" with learners using riddles that describes the relative position of various object, e.g. "I spy something that is beside the chair, in front of the bookcase, etc.</p> | <p>Using the scenario in day one lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>In the example, there were four boys and two girls in the picture, 4 boys and 2 girls. Altogether there are 6 pupils in the picture.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> | | | | |
| Friday | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Using the scenario in day three lesson, let learners solve simple problems (i.e. how many altogether, how many more or less).</p> <p>In the example, there were six natural items and six man-made items in the picture, 6 natural items and 6 man-made items. Altogether there are 12 items in the picture.</p> <p>Let learners use the Lego blocks to demonstrate this fact.</p> | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> | | | | |

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| Week Ending | | | |
| Class | One | | |
| Subject | SCIENCE | | |
| Reference | Science curriculum Page 34 | | |
| Learning Indicator(s) | B1.5.3.2.1 | | |
| Performance Indicator | Identify foods that can be processed and preserved at home | | |
| Strand | Humans And The Environment | | |
| Sub strand | Science & Industry | | |
| Teaching/ Learning Resources | Toys, laptops, smart phones, watches, radio and DVD players | | |
| Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision | | | |
| 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) |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Ask learners to mention foods they ate in the morning and what was used to prepare the food.</p> <p>Provide samples of preserved foods such as roasted plantain, dried fish, smoked fish.</p> <p>In groups, let learners name vegetables, fruits and other types of food that can be preserved at home, e.g. okro, pepper, tomato, onions, ginger, cassava, yam, plantain.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners talk about how food is prepared in their homes.</p> <p>Ask learners to tell how their parents preserve food at home.</p> <p>The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners talk about how food is prepared in their homes.</p> <p>Ask learners to tell how their parents preserve food at home.</p> <p>The food processing and preservation methods must include common ones such as smoking, drying, frying, roasting, baking and refrigeration.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |

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| Week Ending | | | |
| Class | One | | |
| Subject | OUR WORLD OUR PEOPLE | | |
| Reference | OWOP curriculum Page 17 | | |
| Learning Indicator(s) | BI.5.4.I.I. | | |
| Performance Indicator | Identify technology tools in communication | | |
| Strand | My Global Community | | |
| Sub strand | Technology In Communication | | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship | | | |
| 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) |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners in groups talk about technology tools used for communication e.g. gong gong, drums, bells.</p> <p>Learners draw and color drums, bells, gong gong to assemble people.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners in groups talk about technology tools used for communication e.g. mobile vans, and community information centers.</p> <p>Learners draw and color mobile vans, and community information centers to assemble people.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p> |

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| Week Ending | | | |
| Class | One | | |
| Subject | RELIGIOUS & MORAL EDUCATION | | |
| Reference | RME curriculum Page 5 | | |
| Learning Indicator(s) | B1.4.1.1.2 | | |
| Performance Indicator | Explain the role of the community in the upbringing of its members. | | |
| Strand | The Family and the Community | | |
| Sub strand | Roles and relationships | | |
| Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc. | | |
| Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy | | | |
| 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) |
| | Review learners understanding in the previous lesson using questions and answers Engage learners to play games and sing songs to begin the lesson. | Let learners, in groups, talk about the role of the community in the upbringing of its members through discipline. Let learners dramatize or role-play the roles of members of the community in the upbringing of its members through discipline. | Ask learners series of questions to review their understanding of the lesson Learners to read and spell the key words on the board. |

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| Week Ending | | | |
| Class | One | | |
| Subject | HISTORY | | |
| Reference | History curriculum Page | | |
| Learning Indicator(s) | B1.6.1.1.1. | | |
| Performance Indicator | Learners can Identify the Presidents Ghana has had since 1960 | | |
| Strand | Independent Ghana | | |
| Sub strand | The Republics | | |
| Teaching/ Learning Resources | Pictures, Charts, Video Clips | | |
| Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates | | | |
| 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) |
| | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Guide learners to name the presidents of Ghana since 1960.</p> <p>Using pictures and charts, learners talk about the sixth and seventh President of the country and dates of tenure. e.g. <i>Fred Akuffo and Ft. Jerry John Rawlings</i></p> <p>Match pictures of Ghana's presidents with their names.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p> |
| | <p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p> | <p>Guide learners to name the presidents of Ghana since 1960. e.g. <i>Dr. Hilla Limann and John Agyekum Kuffour</i></p> <p>Using pictures and charts, learners talk about the eighth and ninth President of the country and dates of tenure.</p> <p>Match pictures of Ghana's presidents with their names.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p> |

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| Week Ending | |
| Class | One |
| Subject | CREATIVE ARTS |
| Reference | Creative Arts curriculum Page |
| Learning Indicator(s) | BI.1.3.4. BI.1.3.5. |
| Performance Indicator | Learners can plan for a display of own visual artworks |
| Strand | Visual Arts & Performing Arts |
| Sub strand | Displaying and Sharing |
| Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |

Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy

| 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) |
|-------------|---|--|--|
| | <p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p> | <p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p> | <p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p> |
| | <p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p> | <p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p> | <p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p> |

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| Week Ending | | | |
| Class | One | | |
| Subject | GHANAIAN LANGUAGE | | |
| Reference | Ghanaian Language curriculum Page 58 | | |
| Learning Indicator(s) | BI.6.2.1.1 | | |
| Performance Indicator | Learners can read simple sentences of about three to four words. | | |
| Strand | Extensive Reading | | |
| Sub strand | Reading Aloud | | |
| Teaching/ Learning Resources | Word cards, sentence cards, letter cards, handwriting on a manila card | | |
| Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking | | | |
| 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 rhymes Round and Round the Garden Round and round the garden Like a teddy bear. One step. Two step, Tickle you under there. | 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. | Ask learners questions to review their understanding of the lesson. Give learners task to do whiles you go round to guide those who need help. |
| | Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson | 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. | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |
| | Engage learners to sing songs and recite rhymes Hot Cross Buns Hot cross buns! Hot cross buns! One ha' penny. Two ha' penny. | 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. | Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. |

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| Week Ending | |
| Class | One |
| Subject | PHYSICAL EDUCATION |
| Reference | PE curriculum Page 15 |
| Learning Indicator(s) | B1.5.3.5.3: |
| Performance Indicator | Demonstrate non-verbal appreciation. |
| Strand | Values And Psycho-Social Concepts, Principles And Strategies |
| Sub strand | Group dynamics |
| Teaching/ Learning Resources | Pictures and Videos |
| Core Competencies: Learners develop skills such as tolerance, empathy, teamwork, fair-play during physical activity | |

| 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) |
|-------------|--|---|--|
| | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p> | <p>Learners demonstrate non-verbal appreciate to their peers after performing physical activity by clapping.</p>  <p>Clapping does not only appreciate someone but also activates receptors in the large area of the brain which can lead to improvement in one's health.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |