

A thick vertical gold bar is on the left side of the page. A yellow arrow points to the right, overlapping the gold bar.

SAMPLE LESSON NOTES-WEEK 3
BASIC ONE

Several thin, curved lines in shades of blue and grey originate from the bottom left and curve upwards and to the right.

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SCHEME OF LEARNING- WEEK 3

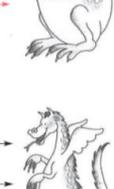
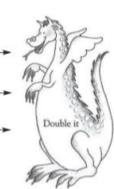
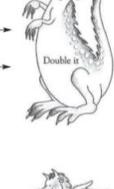
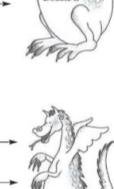
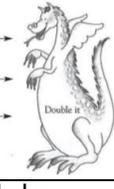
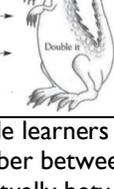
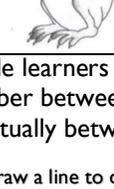
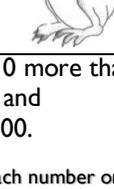
BASIC ONE

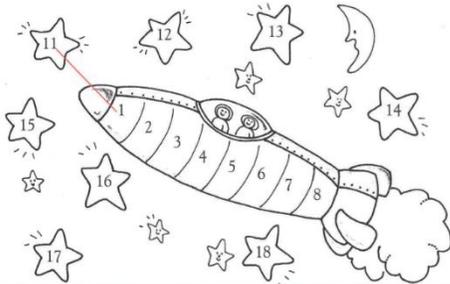
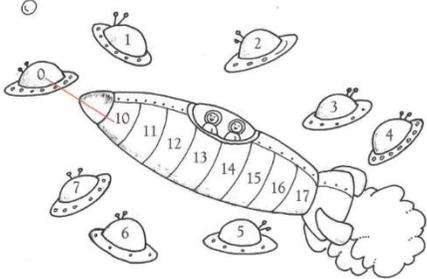
Name of School.....

Week Ending			
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		BI.1.8.1.2. BI.2.7.2.2. BI.4.5.1.3. BI.5.7.1.1. BI.6.1.1.1.	
Performance Indicator		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering wh – questions</p> <p>B. Learners can describe characters and their actions in a story</p> <p>C. Learners can use basic descriptive words in writing simple sentence</p> <p>D. Learners can identify and use prepositions in oral and written language to indicate position</p> <p>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>Engage learners to play some phonic games. Example: Write or print vocabulary words on cards with numbers on them. Paste these cards randomly on the classroom wall.</p> <p>Put learners in groups and ask them to make a list of the words. The group with the most words wins.</p>	<p style="text-align: center;">A. ORAL LANGUAGE (Asking and Answering Questions. Pg 13)</p> <p>Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. i. <i>Should I clean the board?</i> ii. <i>Is that your chair?</i> iii. <i>Do you have a pencil in your bag?</i></p> <p>Introduce Wh- questions in context. e.g. i. <i>What is this?</i> ii. <i>What is your name?</i> iii. <i>How old are you?</i> iv. <i>How are you?</i></p> <p>Pair learners to ask and answer questions. Note: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation.</p>	<p>Have learners to use new words learnt in conversation.</p> <p>Give learners task to answer Wh-questions in their workbooks.</p> <p>If possible, mark learners work and give them feedback where necessary.</p>
Tuesday	<p>Have learners to the alphabet song and dance to it.</p> <p>Have them perform the action for each letter sound.</p>	<p style="text-align: center;">B. READING (Comprehension. Pg 25)</p> <p>Using a conversational poster, tell learners a story.</p> <p>Use the KWL strategy to ensure that learners keep track of the story.</p>	<p>Using guided questions, have learners answer some questions based on the story read.</p> <p>Have learners summarize the story orally in pairs.</p>

		Put learners in groups to identify and describe characters and their actions in stories read.	
Wednesday	<p>Have learners spell two letter words in their books or orally.</p> <p>Write all the words on the board for learners to read and spell the aloud.</p>	<p>C. WRITING (<i>Writing Simple Sentences. Pg32</i>)</p> <p>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</p> <p>Let learners tell the sizes, shapes and colors of the objects. Explain simply to them that the words talk about objects.</p> <p>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. i. <i>My classroom is big.</i> ii. <i>The board is long and white.</i> iii. <i>The doors and windows are big.</i></p> <p>Encourage learners to write two or more simple sentences each about objects they see in the classroom.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Give support to those who were not able to rearrange the story sentences.</p> <p>Have them to re work if possible.</p>
Thursday	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>Using Simple Prepositions. Page 36</i>)</p> <p>Engage learners to play the classroom ghost game.</p> <p>Teacher scatters objects in the classroom assuming it's a ghost. Example you could place some textbooks on the floor, put a pen on the window sill, etc.</p> <p>Put learners into pairs to make a note of what the ghost has moved around</p> <p>Example the books are on the floor but they should be in the cupboard.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Friday	<p>Have a variety of age appropriate books for learners to make a choice from.</p>	<p>E. EXTENSIVE READING</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</p> <p>Learners to draw parts of the story they read</p>

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page 8
Learning Indicator(s)	BI.1.2.3.1
Performance Indicator	Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10.
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square
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)
Monday	<p>Share to learners an A4 sheet paper. Encourage learners to draw how they want their day to be.</p> <p>Let learners paste their drawings on the classroom wall to create a gallery.</p>	<p>Guide learners to name the double of a number up to 10</p> <p>Play the number doubles game with learners. Call out a number between 1 and 10. Example 3. Learners must call out the double(2x) of that number. In this case 6 is the answer.</p> <p>Engage learners in other activities for them to determine the doubles of numbers up to 10.</p>	<p>Have learners to find the missing numbers</p> <p>Double of <input type="text" value="4"/> is 8</p> <p>Double of <input type="text"/> is 18</p> <p>Double of <input type="text"/> is 12</p> <p>Double of <input type="text"/> is 20</p> <p>Double of <input type="text"/> is 6</p>
Tuesday	<p>Draw some 2 dimensional shapes with dotted lines on the board and ask learners to trace and say the name of each object.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  square </div> <div style="text-align: center;">  circle </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  rectangle </div> <div style="text-align: center;">  triangle </div> </div>	<p>Guide learners to name the double of a number up to 10</p> <p>Have learners to write the doubles of the following numbers</p> <p style="text-align: center;">Write the missing numbers.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>3 →  Double it <input type="text" value="6"/></p> <p>5 →  Double it <input type="text" value="10"/></p> <p>8 →  Double it <input type="text" value="16"/></p> </div> <div style="text-align: center;"> <p>6 →  <input type="text"/></p> <p>10 →  <input type="text"/></p> <p>1 →  <input type="text"/></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>2 →  <input type="text"/></p> <p>9 →  <input type="text"/></p> <p>4 →  <input type="text"/></p> </div> <div style="text-align: center;"> <p>7 →  <input type="text"/></p> <p>11 →  <input type="text"/></p> <p>0 →  <input type="text"/></p> </div> </div>	<p>Have learners to find the missing numbers.</p> <p>Double of <input type="text" value="4"/> is 8</p> <p>Double of <input type="text"/> is 14</p> <p>Double of <input type="text"/> is 2</p> <p>Double of <input type="text"/> is 10</p> <p>Double of <input type="text"/> is 4</p>
Wednesday	<p>Engage learners to sing songs and recite rhymes</p> <p><u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five</p>	<p>Guide learners to identify 10 more than a number between 0 and 20, and eventually between 0 and 100.</p> <p>Draw a line to deduct 10 to each number on the rocket</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p>

	<p>Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>		<p>Give remedial learning to those who special help.</p>																												
<p>Thursday</p>	<p>Let learners fill in the missing the boxes</p> <table border="1" data-bbox="337 550 613 781"> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>6</td> <td></td> <td>8</td> </tr> <tr> <td>9</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td></td> <td>12</td> <td></td> <td>14</td> </tr> <tr> <td>15</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td></td> <td>19</td> <td></td> <td>21</td> </tr> <tr> <td>22</td> <td></td> <td>24</td> <td></td> </tr> </table>	1	2	3			6		8	9		11			12		14	15		16			19		21	22		24		<p>Guide learners to identify 10 less than a number between 0 and 20, and eventually between 0 and 100.</p> <p>Draw a line to deduct 10 to each number on the rocket</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
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<p>Friday</p>		<p>Guide learners to identify combinations of numbers. E.g. what two number combinations will give a results of 5. = 1 + 4 = 2 + 3</p> <p>e.g. What three number combinations will give a results of 10. = 1 + 6 + 3 = 3 + 4 + 3</p> <p>Learners to find the missing numbers in a box. e.g. $4 + \square = 5$ $6 + \square = 10$</p> <p>$2 + \square = 10$ $3 + \square = 5$</p>	<p>Have learners to find the missing numbers,</p> <p>$7 + 4 = \square$</p> <p>$9 + 5 = \square$</p> <p>$9 + 3 = \square$</p> <p>$2 + \square = 5$</p>																												

Week Ending			
Class	One		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	BI.4.3.2.1		
Performance Indicator	Learners can understand what simple machines are and cite common examples		
Strand	Forces And Energy		
Sub strand	Forces And Movement		
Teaching/ Learning Resources	Ball, boxes, tables, chairs, plants, balloons, paper, pencils, crayons, bottle, bottle opener		
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Ask learners to draw two smileys to express how they feel that moment. Have learners to present their smileys to whole class for discussion	Engage learners in an activity to identify common machines in their homes and school. Assemble simple machines for learners to explore their uses in the home. Help learners to demonstrate the use of the provided machines for undertaking various tasks.eg opening bottles, picking up granules, etc.	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.
	Engage learners in the “Jump Counting” game Have learners count while jumping with each count. Challenge them to count by twos, fives, or tens!	Elaborate on the importance of such machines on daily living. Summarize learners’ responses by explaining that machines enable work to be done easier and faster.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Let learners sing songs and recite rhymes about machines. Encourage learners to dance with actions whiles singing	Engage learners to draw any of the devices of their choice. Precaution: Knives and other sharp objects should not be used in this lesson.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 15		
Learning Indicator(s)	BI.4.4.1.1.		
Performance Indicator	Learners can describe farming activities in the community		
Strand	Our Nation Ghana		
Sub strand	Farming In Ghana		
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)
	Call learners in turns to tell the whole class what they will buy if they are given GHc200.	Learners look around the school or community and talk about different farm activities the people do. Engage la to discuss about the common types of farming activities in their locality. e.g. crop farming, livestock farming and fish farming. People can do all the farming depending on their ability. Show pictures of these types of farms to learners.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Let learners draw a picture of a favorite place in the world. Then write five or more words that remind them of that place. Have learners to paste their drawings on the classroom wall to create a gallery	Show pictures of these types of farms to learners. Learners to talk about the pictures and relate to them. 	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Divide the class into groups. Invite each group to revise the previous lesson to the whole class	Revise with learners different farm activities people do in the community and talk about them. Learners draw some farming activities e.g. weeding the farm or garden, feeding animals	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Week Ending			
Class	One		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 4		
Learning Indicator(s)	BI.3.1.1.2		
Performance Indicator	Learners can outline the moral lessons in the early lives of the religious leaders.		
Strand	Religious Leaders		
Sub strand	Birth of the leaders of the three major religion in Ghana		
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 I: 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 in the thumbs up game. Say a few statements and have learners give you a thumbs up when they agree with you. Let learners give reasons when they disagree with you.	Lead learners to talk about the moral lessons they have learnt from the discussions about Okomfo Anokye. Guide learners to explain how they will apply the moral lessons learnt from the religious leaders in their daily lives. Let learners dramatize the moral lives of the religious leaders.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.

Week Ending			
Class	One		
Subject	HISTORY		
Reference	History curriculum Page 7		
Learning Indicator(s)	BI.3.1.1.1		
Performance Indicator	Learners can explore which Europeans came to Ghana		
Strand	Europeans in Ghana		
Sub strand	Arrival of Europeans		
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>Using questions and answers, review the understanding of the previous lesson.</p> <p>Play games and sing songs and recite rhymes that learners are familiar with.</p>	<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p><u>PORTUGAL</u> The first European country to come to our land was Portugal. They were led by Prince Henry the Navigator. They arrived in the country in the year 1471. They built the castle of Elmina, where they traded in gold and slaves.</p> <p><u>BRITAIN</u> The British arrived in gold coast in 1554. They were led by captain Widham and his men. They had enough gold from Gold coast and because of this in the following year, they sent another ship. The captain of the ship was John Lock.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Have them summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>
	<p>Have learners to stand in attention position as you lead them to sing the national anthem.</p> <p>You can make it more fun by calling learners in turns to sing the national anthem.</p>	<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p><u>NETHERLAND</u> By 1598, the Dutch also arrived in the gold coast to trade. They built forts along the coastal areas, notable among them being the Dutch fort at Komenda. In 1637 they captured the Elmina castle from the Portuguese and in 1642 captured fort St. Anthony in Axim.</p> <p><u>DENMARK</u> The people of Denmark also came into the country to trade. The Danes arrived in the year 1642. The Danes built the Christiansburg castle now known as the Osu castle.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Have them summarize the important points of the lesson.</p> <p>Give learners task to complete at home.</p>

Week Ending	
Class	One
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	BI.1.2.2.3 BI.1.2.3.3
Performance Indicator	Learners can explore available means of using relevant visual arts making tools, materials and methods to make own artworks that reflect the natural and man-made environments of the local community.
Strand	Visual Arts
Sub strand	Planning, Making and Composing
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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic. Guide learners to make a simple mosaic	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to play games and sing songs to get them ready for the lesson. 	Allow learners to practice in groups following the steps 1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending	
Class	One
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page
Learning Indicator(s)	BI.1.10.1.1.-2
Performance Indicator	Learners can explain what a command is and respond to four or five commands
Strand	Oral Language
Sub strand	Giving And Following Commands/ Instructions
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)
	<p>Share an interesting story with learners about yourself.</p> <p>Call a learner to share his/her story to the whole class.</p>	<p>Write some commands on a flashcard.</p> <p>Lead learners to read the commands on the flashcard.</p> <p>Direct learners to demonstrate the commands they have read.</p> <p>Assist learners to recognize commands. E.g.: Stand up! Sit down! etc.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Divide the class into groups. Share pieces of papers to each group. Each group is supposed to write three questions on the previous lesson. Have the group's exchange the papers and solve the questions on them. The first group to get every question correct wins!</p>	<p>Revise the commands with learners.</p> <p>Call learners in pairs and let one issue a command while the other does what the command says.</p> <p>Ask learners to tell you the reaction of the other learner when the command was issued.</p> <p>Let learners know why they should obey commands</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Put learners into pairs.</p> <p>Learners must tell 3 facts about themselves to their partner. Two of them should be true, and one should be lie.</p> <p>The other partner have to find out which one is the lie.</p>	<p>Revise the commands with learners.</p> <p>Call learners in pairs and let one issue a command while the other does what the command says.</p> <p>Ask learners to tell you the reaction of the other learner when the command was issued.</p> <p>Let learners know why they should obey commands</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.1.12.1.15:		
Performance Indicator	Learners can march to a beat(rhythm)		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop these skills such as coordination, reaction time, confidence			
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 learners pictures or video of students and soldiers marching during an independence day celebration.</p> <p>Encourage learners they can also march like them.</p> <p>Let learners warm up their bodies by jumping and jogging a few distance.</p>	<p>After warm-ups, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.).</p> <p>Emphasis on left foot forward and right arm forward alternated movement.</p> <p>Give learners enough time to practice with beat as individuals and as a group but allowed to progress at their own pace.</p> <p>Observe and give corrective feedback.</p> <p>Organize marching and take salute for fun and enjoyment.</p> <p>End the lesson with cool down.</p>	<p>Let learners sing songs and recite some familiar rhymes they know.</p> <p>Learners can dance with actions while singing.</p>